DOCUMENT RESUME

ED 094 135 CE 001 635

AUTHOR	Roderick, Roger D.; Kohen, Andrew I.
TITLE	Years for Decision: A Longitudinal Study of the Educational and Labor Market Experience of Young Women. Volume Three.
INSTITUTION	Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
PUB DATE	Dec 73
NOTE	111p.; See ED 049 376 for initial survey and ED 076 812 for Volume Two
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Academic Aspiration; Career Change; Demography; Economic Factors; Educational Change; Educational Status Comparison; Employment; *Females; Labor Force; *Longitudinal Studies; *Occupational Aspiration; *Occupational Mobility; Socioeconomic Status; Unemployment; Work Attitudes; Working Women; Youth Employment
IDENTIFIERS	Sex

ABSTRACT

This volume is the third report in a series on a longitudinal study of the educational and labor market experience of young women. The study views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of characteristics of the individual. The study seeks to identify those characteristics that appear to be most important in explaining variations in several facets of labor market experience: participation, unemployment, and mobility. The present report summarizes some of the information yielded by the third round of interviews conducted during the first quarter of 1970. The focus is on the magnitude and patterns of change over the first three years of the study in the educational and occupational aspirations of the young women, in their labor force and employment status, and in their affiliations with particular firms. The report is based entirely on tabular data and is intended primarily as a process report on the longitudinal study. Among the appendixes is a description of the procedure and a copy of the 1970 interview schedule. (Author/AJ)

ED 094 135

YEARS FOR DECISION:

A longitudinal study of the educational and labor market experience of young women

Roger D. Roderick
Andrew I. Kohen

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VOLUME THREE
December 1973

Center for Human
Resource Research
The Ohio State University
Columbus, Ohio

CE 001 635

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FOREWORD

This volume is an interim report on a longitudinal study of the educational and labor market experience of young women. In early 1965, the Center for Human Resource Research, under a contract with the U.S. Department of Labor, began the planning of longitudinal studies of the labor market experience of four subsets of the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24 years of age.

Cost considerations dictated limiting the population covered; given that constraint, these four groups were selected for study because each faces special labor market problems that are challenging to policy makers. In the case of the older male group, these problems stem in part from skill obsolescence, deteriorating health, and age discrimination in employment, and are reflected in declining labor force participation and in a tendency for unemployment, when it occurs, to be of larger than average duration. In the case of the older of the two groups of women, the special problems are those associated with reentry into the labor force on the part of a great many married women after their children no longer require their continuous presence at home. For the young men and women, of course, the problems are those revolving around the process of occupational choice and include both the preparation for work and the frequently difficult period of accommodation to the labor market.

While the more-or-less unique problems of each of the subject groups to some extent dictate separate orientations for the four studies, there is, nevertheless, a general conceptual framework and a general set of objectives common to all of them. Each of the four studies views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of economic, social, demographic, and attitudinal characteristics of the individual. Each study seeks to identify those characteristics that appear to be most important in explaining variations in several important facets of labor market experience: labor force participation, unemployment experience, and various types of labor mobility. Knowledge of this kind may be expected to make an important contribution to our understanding of the way in which labor markets operate and thus to be useful for the development and implementation of appropriate labor market policies.

For each of the four population groups described above, a national probability sample of the noninstitutionalized civilian population has been drawn by the U.S. Bureau of the Census. Members of each sample are being surveyed periodically over a five-to-ten year period. The present report is the third in a series on the younger group of women. It summarizes some of the information yielded by the third round of interviews conducted during the first quarter of 1970. The focus of the volume is on the magnitude and patterns of change over the first three years of the study in the educational and occupational aspirations of the young women, in their labor force and employment status, and in their affiliations with particular firms.

Based entirely on tabular data, the report is intended primarily as a progress report on the longitudinal study. More intensive multivariate analysis of the data will be reported at a later date. The unique nature of some of the tabular data already in hand argues for their presentation at this time.

Herbert S. Parnes
Project Director

ACKNOWLEDGMENTS

Both the overall study and the present report are products of the joint effort of a great many persons. The research staff of the Center has enjoyed the continuous expert and friendly collaboration of personnel of the Bureau of the Census, which, under a separate contract with the Department of Labor, is responsible for developing the samples, conducting all of the interviews, processing the data, and preparing the tabulations we have requested. We are indebted to Daniel Levine and Earle Gerson who have, in turn, served as Chief of the Demographic Surveys Division; to Carrol Kindel, our principal point of contact with the Bureau; to Alan Jones and Marie Argana, former Chiefs of the Longitudinal Surveys Branch, and to Robert Mangold, its current Chief. We also wish to acknowledge our indebtedness to James Johnson, Alvin Etzler, and the interviewing staff of the Field Division, who were responsible for collecting the data; to Eleanor Brown and David Lipscomb of the Systems Division for editing and coding the interview schedule; and to Betty Dobronski, Philip Taylor, and their associates for the computer work.

The advice and counsel of many persons in the Department of Labor have been very helpful to us both in designing the study and in interpreting its findings. Without in any way implicating them in whatever deficiencies may exist in this report, we wish to acknowledge especially the continuous interest and support of Howard Rosen, Director of the Office of Research and Development of the Manpower Administration, and the valuable advice provided by Frank Mott and Jacob Schiffman, and their successor, Rose Wiener, our principal contacts in the Office of Research and Development.

We also wish to acknowledge the contributions of other members of the Center's staff. Herbert Parnes, Director of the Project, provided us with his always valuable insights and reactions. Other colleagues who gave us the benefit of their reactions to an earlier version of the manuscript are Arvil V. Adams, Paul Andrisani, Carol Jusenius, Edward O'Boyle, and Richard Shortlidge. Ellen Mumma and Brenda Feder were responsible for checking the manuscript and for maintaining the necessary liaison with the Census Bureau. Finally, we wish to thank Kandy Bell and Dortha Gilbert for typing this and earlier versions of the manuscript.

Center for Human Resource Research
The Ohio State University
December 1973

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TABLE OF CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS v

CHAPTER ONE: CHANGES IN EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS 1
  INTRODUCTION 1
  ATTRITION FROM THE SAMPLE 2
  COMPARATIVE SCHOOL ENROLLMENT STATUS 1968 AND 1970 4
  EDUCATIONAL ASPIRATIONS 4
    Changes, 1968-1970 4
    Correlates of 1970 Educational Aspirations 10
  COMPARISON OF PLANS FOR AGE 35, 1968 AND 1970 15

CHAPTER TWO: STABILITY AND CHANGE IN LABOR FORCE AND EMPLOYMENT STATUS AMONG NONSTUDENTS 23
  INTRODUCTION 23
  LABOR FORCE PARTICIPATION 24
  UNEMPLOYMENT 27

CHAPTER THREE: CHANGES IN JOB STATUS OF EMPLOYED OUT-OF-SCHOOL YOUTH 33
  EXTENT OF INTERFIRM MOVEMENT 33
  CORRELATES OF INTERFIRM MOVEMENT 34
    1968 Occupation 34
    Education 34
    Length of Service in 1968 Job 36
    Prospective Interfirm Mobility 36
    Comparison of Residence, 1968 to 1970 38
    Change in Marital Status, 1968 to 1970 40
  CONSEQUENCES OF INTERFIRM MOVEMENT 43
    Change in Occupation 43
    Change in Hourly Rate of Pay, 1968 to 1970 43
    Acquisition of Occupational Training, 1968 to 1970 43
    Comparison of Job Satisfaction, 1968 to 1970 47

CHAPTER FOUR: SUMMARY 49
  INTRODUCTION 49
  CHANGES IN PLANS FOR AGE 35, 1968 TO 1970 49
  CHANGES IN LABOR FORCE AND EMPLOYMENT STATUS 50
  INTERFIRM MOVEMENT 1968 TO 1970 51

APPENDIXES

  APPENDIX A: GLOSSARY 55
  APPENDIX B: APPENDIX FOR SAMPLING, INTERVIEWING, AND ESTIMATING PROCEDURES 61
  APPENDIX C: SAMPLING VARIATION 69
  APPENDIX D: 1970 INTERVIEW SCHEDULE 81

CHAPTER ONE*

CHANGES IN EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS

I INTRODUCTION

For women in their late teens and early twenties the passage of two years encompasses a vast range of changes in educational and labor market experiences. This report, the third in a series on a five-year longitudinal study,[1] examines these changes among young women over the period 1968 to 1970. During this time a sizable portion of these young women discontinued formal schooling, revised their educational and/or occupational aspirations, and changed employers. There were also substantial changes in labor force and employment status. Our purpose in this report is to describe the nature and the extent of the changes that occurred and to attempt to identify some of the correlates of change.

The report is based upon data collected in the first three annual interviews with a national sample of young women in the civilian noninstitutionalized population who were 14 to 24 years of age at the time of the initial survey (January/February 1968).[2] Intended simply as a progress report on the longitudinal study, the principal focus of the volume is on the magnitude and patterns of changes that have occurred between the initial and the third surveys, with limited attention to some of the changes that took place between the second and third surveys.

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*This chapter was prepared with the assistance of Elias Poston.

[1] The first two reports in the series are John R. Shea, Roger D. Roderick, Frederick A. Zeller, Andrew I. Kohen, and Associates, Years for Decision: A longitudinal study of the educational and labor market experience of young women, Manpower Research Monograph no. 24, vol. 1 (Washington, D.C.: U.S. Government Printing Office, 1971); and Roger D. Roderick and Joseph M. Davis, Years for Decision: A longitudinal study of the educational and labor market experience of young women, Manpower Research Monograph no. 24, vol. 2 (Washington, D.C.: U.S. Government Printing Office, forthcoming).

[2] For a description of the sample design, see Appendix B.

After a brief examination of the extent of attrition from the sample and of movement out of the formal school system, the remainder of this chapter is devoted to analysis of changes that occurred in the aspirations of the young women. The focus of Chapter Two is upon stability and change in the labor force and employment status of those young women who were out of school during the entire period. Chapter Three contains an examination of movement between employers. A brief summary of the major findings of the report appears in Chapter Four.

II ATTRITION FROM THE SAMPLE

Of the 5,159 respondents in the original sample interviewed in 1968, 4,766 were reinterviewed in 1970. The loss of 393 respondents represents a total attrition rate of 7.6 percent (6.7 percent for the whites and 9.2 percent for the blacks)[3] through the third survey (Table 1.1). While the attrition rates for blacks and whites were approximately equal at the time of the 1969 survey (4.0 percent and 4.3 percent, respectively),[4] the noninterview rate in 1970 among blacks was 2.5 percentage points higher than among whites. This difference is due mainly to a greater inability to locate black than white sample members (5.0 percent versus 1.7 percent) and is similar to our experience with the same age cohort of young men.[5]

Irrespective of color, the young women who were enrolled in school in 1968 show lower rates of attrition from the sample than do those who were not enrolled in that year. The total attrition for whites is 5.6 percent for those enrolled and 8.1 percent for those not enrolled, while for the blacks the respective percentages are 6.6 and 11.7. The difference

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[3] In this report the term "blacks" refers exclusively to Negroes; "whites" refers to Caucasians. This terminology is the same as that used in the first two reports in this series. A very small number of respondents falling into neither of these categories has been eliminated from the analysis.

[4] Roderick and Davis, Years for Decision, 2:3.

[5] Andrew I. Kohen and Herbert S. Parnes, Career Thresholds: A longitudinal study of the educational and labor market experience of male youth, Manpower Research Monograph no. 16, vol. 3 (Washington, D.C.: U.S. Government Printing Office, 1971); and Andrew I. Kohen and Paul Andrisani, Career Thresholds: A longitudinal study of the educational and labor market experience of male youth, Manpower Research Monograph no. 16, vol. 4 (Washington, D.C.: U.S. Government Printing Office, forthcoming).

Table 1.1 Attrition Rate between 1968 and 1970 Surveys, by Reason, School Enrollment Status 1968 and Color

Characteristic, 1968	Total number 1968 (thousands)	Refusal	Unable to locate	Other[a]	Total
All respondents					
Whites	15,831	3.6	1.7	1.4	6.7
Blacks	2,222	2.6	5.0	1.7	9.2
Enrolled in school					
Whites	8,067	2.9	1.1	1.6	5.6
Blacks	1,033	2.2	2.8	1.6	6.6
Not enrolled in school					
Whites	7,764	4.3	2.4	1.4	8.1
Blacks	1,189	2.9	6.9	1.8	11.7

[a] "Other" includes respondents not interviewed for reasons such as temporary absence, institutionalization or death.

stems primarily from the fact that more of the out-of-school young women could not be located, but also to some extent from the fact that more of that group refused to participate. Furthermore, among whites the 1969 attrition from death or refusal was somewhat higher for the out-of-school respondents than for those still in school. Detailed examination of attrition rates by selected demographic, social, and economic characteristics (not shown here) leads to the conclusion that no substantial biases are likely to be introduced by the attrition that has occurred.[6]

III COMPARATIVE SCHOOL ENROLLMENT STATUS 1968 AND 1970

With the aging of the cohort over the years of the survey, the proportion enrolled in school shows a marked decline year by year. At the time of the initial survey in 1968, about one-half (52 percent of the whites and 48 percent of the blacks) of the cohort was enrolled in school (Table 1.2). By 1969, these proportions had dropped to 45 percent of the whites and 39 percent of the blacks (table not shown), and by 1970 only about one-third was enrolled (35 percent of the whites and 30 percent of the blacks). Thus, at all three dates the intercolor gap in enrollment rate remained virtually unchanged. Looking at the patterns of change in somewhat greater detail, it can be seen that of those enrolled in school in 1968, 65 percent of the whites and 59 percent of the blacks were still enrolled in 1970. Also, for both blacks and whites, 4 percent of those who were not enrolled in 1968 had returned to school by 1970.

IV EDUCATIONAL ASPIRATIONS

Changes, 1968-1970

It was noted in the report on the initial survey of this cohort that the educational goals of those enrolled in elementary or high school were unrealistically high given existing trends.[7] Over the period

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[6] The only three exceptions worthy of comment are the underrepresentation of young black women with the most substantial unemployment during the 12 months prior to the first survey and the slight underrepresentation of young women of both color groups who had left school or had been geographically mobile between 1968 and 1969.

[7] Shea, et al., Years for Decision, 1:157.

Table 1.2 Comparison of Enrollment Status 1968 and 1970, by Color: Young Women 16 to 26 Years of Age in 1970 Who Were Interviewed in 1968 and 1970[a]

Comparative school enrollment status 1968 and 1970	WHITES		BLACKS	
	Percent of total	Percent of subtotal	Percent of total	Percent of subtotal
Enrolled 1968	52	100	48	100
Enrolled 1970	33	65	28	59
Not enrolled 1970	18	35	20	41
Not enrolled 1968	48	100	52	100
Enrolled 1970	2	4	2	4
Not enrolled 1970	46	96	50	96
Total percent	100		100	
Total number (thousands)	14,741		2,000	

[a] Excluded from the universe are a small number who were unable to work both in 1969 and 1970.

1968 to 1970, the revision of goals that occurred brought them somewhat more into line with reality. A comparison of the goal revision that occurred between 1968 and 1969 with that which occurred between 1969 and 1970 is shown in Table 1.3.[8] For whites, the pattern is identical in both periods. While most (71 percent) held their goals constant, the proportion lowering their goals was somewhat higher than that raising their goals. The pattern for blacks is similar to that for whites, except that the proportion of blacks raising their goals diminished noticeably 1969 and 1970. For both color groups, then, the revisions represent a net decrease in level of aspiration over the period 1968 to 1970.

A more detailed way of looking at changes in educational aspirations is through a direct comparison of goals held in 1968 with those held at the time of the 1970 survey. First, 16 percent of the whites and 20 percent of the blacks who had initially asserted that they aspired to a college degree had revised their goals downward by 1970 (Table 1.4). For both color groups, the revised goals for this group were split about evenly between high school graduation and two years of college. Second, three-fourths of those who reported high school graduation as their educational goal in 1968 reported the same goal in 1970. Finally, among those who in 1968 had indicated that they wanted to complete two years of college, 56 percent of the blacks but only 36 percent of the whites still held that goal in 1970. Two-thirds of the blacks who changed had elevated their aspirations to college graduation, while one-half of the whites had done so.

One interesting aspect of downward revision of educational goals is the grade level at which revision takes place. Table 1.5 affords a closer look at those respondents who in 1968 had aspired to complete at least four years of college and who remained in school through 1970. While about one-fifth of each color group revised their goals downward, there were some differences in timing. First, as would be expected, the more educationally advanced students were less likely to adjust their aspirations downward. For example, among whites one-third of those who were high school juniors and seniors in 1970 altered their goal downward by 1970 as compared to only one in twenty-five of those who were college juniors and seniors in 1970. The corresponding proportions among blacks are one-fifth and one in fifty. Second, a substantial part of the goal modification which occurred between 1968 and 1970 had actually taken place by 1969. While there doubtless were goal changes

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[8] It must be borne in mind that the data in this section undoubtedly understate the amount of downward revision of goals among women in this age group because the universe studied excludes those who left school between the 1968 and 1970 surveys.

Table 1.3 Comparison of Educational Goals 1968-1969 and 1969-1970, by Color: Young Women Enrolled in Elementary or High School in Both Years of Comparison[a]

(Percentage distribution)

Comparison of educational goals	WHITES		BLACKS	
	Years of comparison		Years of comparison	
	1968-1969[b]	1969-1970	1968-1969[b]	1969-1970
Higher in second year	12	13	13	9
Same in both years	71	71	73	75
Lower in second year	16	16	14	16
Total percent	100	100	100	100
Total number (thousands)	4,600	2,947	643	404

[a] Unless further restricted, the universe for Tables 1.3-1.8 consists of respondents 16 to 26 years of age in 1970 who were enrolled in school in 1969 and who in 1968 either were attending school or had had some college and wanted more. Table titles indicate only additional restrictions.

[b] Source: Roderick, Years for Decision 2:10 (Table 1.5).

Table 1.4 1970 Educational Goals, by 1968 Educational Goals and Color[a]

(Percentage distribution)

1970 Educational goals	1968 Educational goals			Total or average[b]
	High school 4	College 2	College 4 or more	
	WHITES			
High school 4 or less	76	32	7	25
College 2	15	36	9	14
College 4+	9	32	84	60
Total percent	100	100	100	100
Total number (thousands)	1,224	941	3,747	6,000
	BLACKS			
High school 4 or less	76	15	11	28
College 2	13	56	9	16
College 4+	10	29	80	55
Total percent	100	100	100	100
Total number (thousands)	169	95	419	690

[a] See Table 1.3, n. a.

[b] Totals include a small number of respondents who aspired to less than high school graduation.

Table 1.5 Proportion Revising Educational Goal Downward between 1968 and 1970,[a] by Grade Attending in 1970 and Color: Young Women Enrolled in High School or College 1-2 in 1969 Who, in 1968, Aspired to Complete at Least Four Years of College[b]

Grade attending in 1970	WHITES			BLACKS		
	Total number (thousands)	Percent revising goal downward by		Total number (thousands)	Percent revising goal downward by	
		1969	1970		1969	1970
High school 2-3	708	24	33	119	18	22
High school 4	783	20	24	97	15	32
College 1	467	9	8	32	7	3
College 2-3	768	3	4	60	0	2
Total or average	2,726	15	18	308	12	19

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[a] This table excludes from consideration any downward revision that occurred within the category of college 4 or more.

[b] See Table 1.3, n. a.

between 1969 and 1970 which were the reverse of those between 1968 and 1969, the net addition to downward revision between 1969 and 1970 was small (i.e., 3 percentage points for whites and 7 for blacks). Finally, with the exception of those who were high school seniors in 1970, young white women were slightly more likely than their black counterparts to have lowered their aspirations for a college degree. As has been suggested in past studies of both young men and women, it appears that blacks maintain high educational goals with greater tenacity than whites.[9]

Correlates of 1970 Educational Aspirations

We turn now to a consideration of the relationships between selected personal characteristics and current (that is, 1970) levels of educational aspiration. Family income bears a positive association with educational goals among both whites and blacks (Table 1.6). Aspiring to at least four years of college is an increasing function of family income, and the proportion of women desiring to continue higher education beyond a bachelor's degree rises even more strongly and systematically with family income. Since women from families with substantial financial resources are, in fact, more likely to attend college it is legitimate to inquire whether the relationship depicted in Table 1.6 is merely reflecting the fact that college students have higher goals than high school students. The data here indicate that the positive relationship between family income and goals is independent of the level of school attending, i.e., it persists even when the data are controlled by the year of school attending (Table 1.7).

Although the distribution of educational aspirations is strikingly similar as between the total groups of blacks and whites, the totals mask important intercolor differences. Within each of the three comparable income categories (i.e., less than $6,000; $6,000-9,999; and $10,000 or more) proportionately more blacks than whites identified college graduation as their goal, and the intercolor differences are especially great in the proportions aspiring to continue beyond the baccalaureate. Likewise, when family income is controlled, fewer blacks than whites limited their goal to high school graduation (Table 1.6). The intercolor variation in goals is significant in that, for the group as a whole, it is unlikely that the percentage of blacks who actually enter college will equal the percentage of whites who do so. It is even more unlikely that half again as many blacks as whites from families with less than $6,000 in income will attend college. Controlling simultaneously for family income and year of school attending results in very small numbers of sample cases in many of the table cells, which makes intercolor

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[9] Kohen and Parnes, Career Thresholds, 3:11; Roderick and Davis, Years for Decision, 2:14.

Table 1.6 1970 Educational Goals, by Family Income in 1969 and Color[a]

(Percentage distribution)

1970 Educational goals	WHITES					BLACKS				
	Family income[b]				Total or average	Family income[b]				Total or average
	Less than $6,000	$6,000-9,999	$10,000-14,999	$15,000 or more		Less than $3,000	$3,000-5,999	$6,000-9,999	$10,000 or more	
Less than high school graduation	0	0	c	c	c	2	0	0	0	1
High school graduation	37	35	23	11	24	41	26	21	10	25
College 2	21	14	21	7	16	16	12	20	10	15
College 4	33	33	37	51	40	33	53	34	31	40
College 6 or more	9	17	20	30	20	7	8	24	49	19
Total percent	100	100	100	100	100	100	100	100	100	100
Total number (thousands)	567	1,110	1,378	1,209	4,528	98	174	147	79	523

[a] See Table 1.3, n. a.

[b] Universe is restricted to those respondents who live with family members aged 14 and above, other than husband.

[c] Percentage is 0.1 to 0.5.

comparisons in aspirations difficult (Table 1.7). The few instances in which such comparisons are possible would seem to support a conclusion of relatively less realism in the aspirations of blacks than of whites. For example, among high school seniors from families with under $6,000 in income, 34 percent of the whites and 47 percent of the blacks aspire to completion of at least four years of college. On the other hand, there is some evidence that the payoff to investment in higher education is larger for black women than for their white counterparts.[10]

Educational goals are also associated with measured mental ability; that is, with IQ scores as obtained through a mailed survey of the high schools attended by the respondents (Table 1.8).[11] Because of the strong positive correlation between measured ability and years of school completed, we control for the latter in examining the relation between ability and goals.[12] For 1970 high school seniors, aspiring to complete at least four years of college is a monotonically increasing function of mental ability. Among whites, the proportion with this goal rises from one-fifth of those with below-average ability (stanines 1-4) to nearly nine-tenths of those with very high ability (stanines 8-9). Among white college students, 29 percent of the average ability (stanine 5) group hoped to attend graduate school as compared to 48 percent of those of very high ability. Similar associations prevail for blacks, though small sample sizes preclude very detailed breakdowns by measured mental

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[10] See Fred Hines, Luther Tweeten and Martin Redfern, "Social and Private Rates of Return to Investment in Schooling, by Race-Sex Groups and Regions," Journal of Human Resources, 5 (Summer 1970):318-40; and Andrew I. Kohen and Roger D. Roderick, "Causes of Differentials in Early Labor Market Success Among Young Women," American Statistical Association Proceedings of the Social Statistics Section (1972):329-34.

[11] Mental ability is measured here by the stanine score derived from the raw score on one of several tests of mental aptitude as reported by the last secondary school attended by the respondent. Stanine intervals 1 through 9 contain the following proportions of the (theoretical) population: lowest 4 percent, 7, 12, 17, 20, 17, 12, 7, and highest 4 percent. (For a detailed discussion of the pooling of scores from a number of different tests of mental ability, see Kohen, Career Thresholds, IV, pp. 161-176.)

[12] Because of small sample sizes the universe must be confined to young women who were high school seniors or attending the first through third years of college in 1970 (Table 1.8).

Table 1.7 1970 Educational Goal, by Year of School Attending, Family Income in 1969 and Color: Young Women Attending High School 2-4 or College 1-3 in 1970[a]

(Percentage distribution)

Year of school attending and 1970 educational goal	WHITES				BLACKS		
	Family income in 1969				Family income in 1969[b]		
	Under $6,000	$6,000-9,999	$10,000-14,999	$15,000 or more	Under $3,000	$3,000-5,999	$6,000 or more
High school 2-3							
High school 4	52	55	43	28	39	32	22
College 2	17	13	24	7	20	19	23
College 4	31	28	29	54	39	47	50
College 6 or more	0	4	3	10	2	3	5
Total percent	100	100	100	100	100	100	100
Total number (thousands)	251	411	466	279	47	83	80
High school 4							
High school 4	34	44	24	18	53	36	31
College 2	32	22	24	12	14	9	28
College 4	26	31	40	55	28	51	23
College 6 or more	8	3	12	14	4	4	18
Total percent	100	100	100	100	100	100	100
Total number (thousands)	201	364	441	347	30	51	61
College 1							
College 2			22	4			
College 4	c	c	52	65	c	c	c
College 6 or more			26	31			
Total percent			100	100			
Total number (thousands)	32	97	206	216	2	12	17
College 2-3							
College 2		0	9	4			3
College 4		49	39	46			21
College 6 or more	c	51	52	50	c	c	76
Total percent		100	100	100			100
Total number (thousands)	58	183	203	257	7	14	43

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[a] See Table 1.3, n. a.

[b] Since there are insufficient sample cases for blacks with family income above $10,000 to permit separate analysis they are included with those from families with income from $6,000 to $10,000.

[c] Percentage distribution not shown where base represents fewer than 25 sample cases.

Table 1.8 1970 Educational Goal, by Year of School Attending, Measured Mental Ability and Color: Young Women Enrolled as High School Seniors or in College 1-3 in 1970[a]

Year of school attending and educational goal	WHITES					BLACKS	
	IQ stanine					IQ stanine	
	1-4	5	6	7	8-9	1-4	5-9
High school 4							
High school 4	45	43	24	24	9	36	24
College 2	35	20	28	10	5	24	17
College 4	20	28	40	57	61	35	28
College 6+	0	10	8	10	26	4	31
Total percent	100	100	100	100	100	100	100
Total number (thousands)	256	297	284	231	168	62	30
College 1-3							
College 2		20	11	7	5	23	4
College 4	b	50	54	49	46	23	37
College 6+		29	36	43	48	54	59
Total percent	100	100	100	100	100	100	100
Total number (thousands)	63	259	363	331	380	35	46

a See Table 1.3, n. a.

b Percentages not shown where base represents fewer than 25 sample cases.

ability. Even with the broader grouping of blacks than whites, it is clear that controlling for schooling and ability does not eliminate the intercolor differences in goals.

V COMPARISON OF PLANS FOR AGE 35, 1968 AND 1970

In the initial survey the respondents were asked what they planned to be doing at age 35. If they indicated an intention of working, they were asked to identify the occupation at which they planned to be employed. In this section, we examine the nature and extent of changes in those plans and some of the correlates of change.

Between 1968 and 1970 about two-fifths of the young women altered their plans for age 35, a proportion which does not vary significantly either with race or with comparative school enrollment status in 1968 and 1970 (Table 1.9).[13] Additionally, these changes in plans are overwhelmingly in the direction of working at age 35. Again, this holds true irrespective of race and comparative enrollment status, although women who were in school both years were especially likely to have changed their plans toward working at age 35 and were less likely to have altered their plans toward the housewife-mother role. The total proportion of whites expecting to be working increased from 27 percent to 42 percent, while the comparable figures for blacks are 47 and 59 percent. These patterns probably reflect to some extent the growth in the women's liberation movement during the period and continuation of the trend of declining fertility expectations. In any event, the revised plans of these women are quite consistent with currently observed rates of labor force participation by women. That is, in 1972 the labor force participation rates of women 35 to 44 years of age were 50.7 and 60.7 for whites and blacks, respectively.[14] It is interesting that the aging of the cohort over the two-year period has not reduced the degree of uncertainty about future life-styles. That is, approximately the same proportion of women responded "don't know" in each year, although there were gross flows in and out of this response category.

A slightly different way of displaying the alterations in plans for age 35 indicates some interesting intercolor differences. First,

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[13] The group of black women who reentered school between 1968 and 1970 is so small that we cannot be confident that the apparent difference in the degree to which they changed plans is real, rather than being attributable to sampling variation.

[14] Manpower Report of the President (Washington: 1973), Table A-4, pp. 131-32.

Table 1.9 Comparison of Plan for Age 35 in 1968 and 1970, by Comparison of School Enrollment Status 1968 and 1970 and Color[a]

(Percentage distribution)

Comparison of plan for age 35	Comparison of enrollment status				Total
	Enrolled 1968 and 1970	Enrolled 1968, not in 1970	Enrolled 1970, not in 1968	Not enrolled 1968 and 1970	
	WHITES				
Same plan	61	61	58	63	61
Working	23	13	25	17	18
Married, keeping house	36	46	32	43	41
Other[b]	2	2	1	3	2
Changed plan to	39	39	42	37	39
Working	28	22	24	21	23
Married, keeping house	6	10	10	11	10
Other[b]	6	6	8	5	6
Total percent	100	100	100	100	100
Total number (thousands)	4,917	2,699	282	6,842	14,741
	BLACKS				
Same plan	58	55	72	56	58
Working	43	33	63	30	35
Married, keeping house	11	16	9	20	17
Other[b]	4	6	0	6	6
Changed plan to	42	45	28	44	42
Working	30	25	13	21	24
Married, keeping house	7	15	15	14	12
Other[b]	5	5	0	8	6
Total percent	100	100	100	100	100
Total number (thousands)	566	400	41	992	2,000

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[a] The universe for Tables 1.9-1.12 consists of all respondents 16 to 26 years of age in 1970 except for a small number of respondents who were unable to work in both 1969 and 1970. Additional restrictions only are listed in table titles.

[b] Includes "not ascertained," "don't know," and other responses such as "travelling."

irrespective of their avowed plans in 1968, blacks were more likely than whites in 1970 to express the intention of working (Table 1.10). Second, the plans of those who originally intended to work were more stable for blacks than for whites, whereas plans for being a housewife were more stable among whites than blacks. Finally, the greatest intercolor difference appears to exist among young women who were students throughout the period and originally planned to be housewives at age 35, e.g., less than one-third of the blacks retained this plan while nearly three-fifths of the whites did so.

Occupational aspirations are very high among young women who plan to be working at age 35. Indeed, the expressed goals seem in many cases to be fanciful. For those with some work experience who have been out of school for at least two years, about three-fourths of the whites and two-thirds of the blacks indicate a preference for white collar occupations (Table 1.11). Fully half of the aspirations for white collar work are for professional, technical, or managerial jobs. These goals appear to be unrealistic from a variety of perspectives. First, as compared with their most recent jobs, the jobs to which they aspire would require a net shift out of every occupational category listed, except the highest level white collar jobs. To be sure, some movement up the occupational ladder is to be expected since the most recent job may have been a temporary or part-time job while attending school and since some of the women plan to get additional education and training prior to age 35. However, the magnitudes implied by the data seem extremely unlikely (e.g., increasing incumbency in professional/managerial jobs by a factor of 2.5 for whites and 8.5 for blacks).

A second perspective on the realism of the goals of these young women is gained by comparing the occupations to which they aspire with the current occupational distribution of women in the relevant age range. To this end we are able to refer to another age-sex panel being studied in the National Longitudinal Surveys Project. In 1967, 23 percent of the white and 14 percent of the black women 35 to 39 years of age employed as wage and salary workers occupied professional/managerial positions.[15] Even granting that the group of young women (16 to 26) will be better educated at 35 than are current 35-year-olds and that there are definite indications of an opening of the occupational structure for women, it does not appear likely that the degree of improvement implied by young women's current aspirations will be realized.

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[15] John R. Shea, Ruth S. Spitz, Frederick A. Zeller, and Associates, Dual Careers: A longitudinal study of the labor market experience of women, Manpower Research Monograph no. 21, vol. 1 (Washington, D.C.: U.S. Government Printing Office, 1970), p. 104.

Table 1.10 Plan for Age 35 in 1970, by Plan in 1968, Comparison of School Enrollment Status in 1968 and 1970 and Color[a]

(Percentage distribution)

1970 Plan for age 35	1968 Plan for age 35											
	Enrolled 1968 and 1970			Enrolled 1968, not enrolled 1970			Not enrolled both years			Total[b]		
	Working	Married, keeping house	Other[c]	Working	Married, keeping house	Other[c]	Working	Married, keeping house	Other[c]	Working	Married, keeping house	Other[c]
	WHITES											
Working	83	37	42	56	30	33	65	28	35	69	31	35
Married, keeping house	12	57	38	31	66	39	26	68	41	22	64	40
Other[c]	5	6	20	13	4	28	9	4	24	9	5	25
Total percent	100	100	100	100	100	100	100	100	100	100	100	100
Total number (thousands)	1,381	3,101	431	648	1,883	168	1,786	4,323	723	3,918	9,469	1,335
	BLACKS											
Working	86	63	56	68	50	44	68	36	42	74	47	45
Married, keeping house	8	31	18	23	48	22	20	56	25	17	47	23
Other[c]	6	6	26	9	2	34	12	8	33	9	6	32
Total percent	100	100	100	100	100	100	100	100	100	100	100	100
Total number (thousands)	282	197	87	192	135	74	435	364	193	941	705	354

[a] See Table 1.9, n. a.

[b] Total includes respondents who were not enrolled in 1968 but enrolled in 1970.

[c] Includes "not ascertained," "don't know," and other responses such as "travelling."

Table 1.11 Major Occupation Group of Current or Most Recent Job and of 1970 Aspiration for Job at Age 35: Young Women With Work Experience Who Were Not Enrolled in School 1968 and 1970 and Who Plan to be Employed at Age 35[a]

(Percentage distribution)

Occupation group	WHITES		BLACKS	
	Most recent job	Goal for age 35	Most recent job	Goal for age 35
Professional, technical/ managerial	15	36	4	34
Clerical/sales	48	38	32	31
Blue collar	14	8	24	10
Domestic service	3	1	13	3
Nondomestic service	19	16	26	22
Farm	1	1	2	0
Total percent	100	100	100	100
Total number (thousands)	2,470	2,470	488	488

[a] See Table 1.9, n. a.

A third and final perspective on the occupational goals of the young women is offered by the data in Table 1.12. It is clear that there is a strong positive relationship between occupational goals and currently achieved education. In addition, the apparent realism of occupational goals tends to be greater among the better-educated, using as a criterion the actual occupations of comparably schooled older women. For example, among whites 96 percent of the college graduates aspire to professional/managerial jobs at 35, as compared with the 86 percent of college graduate women 30 to 44 who actually occupy such jobs.[16] In contrast, one-fifth of the young women with fewer than 12 years of schooling desire high level white collar positions as compared with the only one-twentieth of the 30- to 44-year-old women of that educational level who are in those types of positions. Moreover, in evaluating these relationships it must be borne in mind that as discriminatory occupational barriers to women are broken down, the group which probably will be affected earliest and most completely consists of those with college training. Although the preceding examples have focused on whites, the same inferences may be drawn from the data for the blacks. In fact, the relation between educational attainment and realism of goals may even be stronger among blacks. For example, three-fifths of the young black women with college training aspire to professional/managerial jobs and exactly the same proportion of black women 30 to 44 with 13 or more years of education hold this type of position.

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[16] Source of data on women 30 to 44 years of age is ibid, p. 106.

Table 1.12 Major Occupation Group of 1970 Aspiration for Job at Age 35, by Highest Year of School Completed and Color: Young Women Not Enrolled in School 1968 and 1970 Who Plan to be Employed at Age 35[a]

(Percentage distribution)

Major occupation group: job aspiration at age 35	WHITES					BLACKS			
	Highest year of school completed				Total or average	Highest year of school completed			Total or average
	Less than high school	High school 4	College 1-3	College 4 or more		Less than high school	High school 4	Some college	
Professional/managerial	20	28	63	96	35	23	38	60	34
Clerical/sales	25	51	25	4	38	26	36	27	30
Blue collar	16	7	3	0	8	12	8	6	10
Domestic service	1	b	2	0	1	8	1	0	4
Nondomestic service	38	13	3	0	17	31	17	6	22
Farm	1	1	3	0	1	0	0	0	0
Total percent	100	100	100	100	100	100	100	100	100
Total number (thousands)	629	1,456	301	205	2,590	234	217	63	514

a See Table 1.9, n. a.

b Percentage is between 0.1 and 0.5.

CHAPTER TWO

STABILITY AND CHANGE IN LABOR FORCE AND EMPLOYMENT STATUS AMONG NONSTUDENTS

I INTRODUCTION

This chapter is devoted largely to a description of the patterns of change in labor force and employment status among young women in their early twenties who had been out of school for a minimum of 24 months at the time of the 1970 survey. In view of the continuing interest in long-run trends in the sex composition of the labor force (and their implications for aggregate measures of unemployment), we believe that a descriptive account of labor force and employment-unemployment mobility among young women merits attention.

Before turning to an examination of the data, a brief word is in order regarding the measures of labor force participation and unemployment which are used. In addition to conventional labor force participation and unemployment rates in the survey weeks, we examine the following: (a) the mean number of weeks in the labor force during the 12-month period preceding a survey, (b) the percent of respondents spending 52 weeks in the labor force during the period, (c) the percent with any weeks of unemployment during the period,[1] and (d) the mean number of weeks unemployed during the 12 months prior to a survey for those with any unemployment during the period. Finally, because we are interested in gross mobility into and out of the labor market as well as in net flows, we use several measures of individual change in status, including "entrance" and "withdrawal" rates. The former is defined as the survey week participation rate in year "t + 1" (or "t + 2") of those who were out of the labor force in year "t." Analogously, the withdrawal rate is the proportion of those in the labor force in year "t" who are out of the labor force in year "t + 1" (or "t + 2").

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[1] It should be noted that the percent of a group with one or more weeks unemployed is not conceptually analogous to their unemployment rate in a given week. The two are dissimilar because the unemployment rate uses as its base only those persons in the labor force at the time of the survey, but the percent with any unemployment is calculated on the basis of all persons in the relevant universe who have ever worked.

II LABOR FORCE PARTICIPATION

Overall, the labor force participation rate for these young women declined by several percentage points between the 1968 and 1970 survey weeks (Table 2.1). In addition, the rate fell continuously from 1968 to 1969 to 1970, for whites and blacks alike. Similarly, the average number of weeks spent in the labor force during the year prior to the 1970 survey was lower than the average number during the year after the 1968 survey. As might have been expected, the decline in labor force participation was concentrated among part-year workers, i.e., for both color groups the proportion in the labor force 52 weeks did not change from one period to the next.

Although the preceding observations reveal systematic time patterns of labor force participation among young women, the data on net changes noticeably understate the magnitude of labor force mobility exhibited by these women. Whereas the participation rate in any one of the survey weeks was about three-fifths, only two-fifths of the women were labor force participants at all three survey dates. Another way of measuring the gross flows is illustrated by the entrance and withdrawal rates. For young white women, about one-fourth of those out of the labor force at the beginning of a 12-month period had (re)entered the labor force by the end of it; and of those who were in at the beginning, about one in five had withdrawn. The corresponding proportions for blacks are one-third and one in four. Thus, there is considerably more fluidity than would be indicated by the decline of a few percentage points in the survey-week participation rate.

As is well known, a principal source of variation in participation rates among women is marital and family status. Consequently, it should be expected that changes in marital and family status would frequently produce changes in labor force status. Although existing tabulations do not control for number of children or changes therein, they do permit a preliminary look at the association between change in marital status and change in labor force status. As anticipated, young women who married[2] during the 1968-70 period exhibit a substantial net decline in participation (20.8 and 17.3 percentage points for whites and blacks, respectively) (Table 2.2). Among those who were in the labor force in 1968 and were married between 1968 and 1970, three-tenths of the whites and four-tenths of the blacks had left the labor force by 1970.

Among whites, but not blacks, the relation between change in marital status and change in labor force status is also illustrated by the

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[2] This group includes those who in 1970 were married, husband present and who in 1968 were in any other marital status category.

Table 2.1 Selected Measures of Labor Force Participation 1968 to 1970, by Color[a]

Selected measures of labor force participation	Whites	Blacks
Survey week participation rate		
1968	60.8	64.1
1969	57.0	61.8
1970	56.7	59.6
Mean weeks in the labor force[b]		
1968-1969	30.3	30.9
1969-1970	25.8	27.1
Proportion in the labor force 52 weeks[b]		
1968-1969	30	27
1969-1970	30	27
Comparative survey-week labor force and employment status, 1968 through 1970		
In labor force all three years	40	39
Employed all three	35	28
Unemployed one or more	5	11
In labor force two of three	18	27
In labor force one of three	18	15
Out of labor force all three	24	19
Total percent	100	100
Total number (thousands)	6,269	866
Entrance rate[c]		
1968-1969	25	33
1969-1970	24	35
Withdrawal rate[c]		
1968-1969	23	22
1969-1970	19	25

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[a] The universe for tables 2.1-2.4 is women 20 to 26 years of age in 1970 who were not enrolled in school at the time of the 1968, 1969, and 1970 surveys. Additional universe restrictions are noted in the relevant table titles.

[b] The range of dates represent the twelve-month periods between the surveys, but because the surveys are conducted in January/February the periods correspond closely to the calendar year of the second date, e.g., 1968-1969 approximates calendar 1969.

[c] The "entrance" rate over a period is the labor force participation rate at the end of the period of those out of the labor force at the beginning. The "withdrawal" rate is the percent of those in the labor force at the beginning of the period who were out of the labor force at the end.

Table 2.2 Selected Measures of Change in Labor Force Status 1968-1970, by Comparison of Marital Status 1968 and 1970 and Color[a]

Comparison of marital status 1968 and 1970	Total number in population (thousands)	Change in survey week participation rate (1970 minus 1968)	Entrance rate[b]	Withdrawal rate[b]
	WHITES			
Married,[c] both years	3,577	- 6.5	23	39
Never married, 1970	1,125	8.8	69	4
Nonmarried,[d] 1968/ married, 1970	1,047	-20.8	35	30
Married, 1968/ nonmarried, 1970	263	30.8	55	4
	BLACKS			
Married,[c] both years	315	- 3.0	29	28
Never married, 1970	269	- 0.3	45	18
Nonmarried,[d] 1968/ married, 1970	141	-17.3	28	42
Married, 1968/ nonmarried 1970	76	- 8.6	47	36

a See Table 2.1, n. a.

b See Table 2.1, n. c.

c The term "married" refers to those who were married, husband present.

d The term "nonmarried" includes those who were never married; married, husband absent; separated; divorced; and widowed.

increased participation rate among women whose marriages dissolved[3] between 1968 and 1970. For both color groups, of those women who were married in 1968 but not in 1970 and who were out of the labor force in 1968, about half had (re)entered the labor force by 1970. The decline in labor force participation registered among young women married at both survey dates most probably reflects the arrival of children during the 24-month period.

An indication that the labor force experiences of out-of-school young women vary systematically with the accumulation of human capital is the association between participation rates and occupational training (Table 2.3). Although the respondents who received training between the 1968 and 1970 surveys had higher participation rates in 1968 than did those who completed no training, the additional training widened that gap. Among whites the recipients of training actually increased their rate of participation while the nontrainees experienced a decline. For blacks the decline in participation among nontrainees contrasts with a constant rate among the trainees. The rates of gross change in labor force status demonstrate this point even more forcefully. For example, among white women out of the labor force in 1968 three-fifths of those who got training entered the labor force by 1970 as compared with only one-fourth of those without training. Similarly, the withdrawal rate among trainees was only half that among nontrainees.

To the extent that sample sizes permit comparisons, this effect of training prevails even when the level of schooling attained prior to 1968 is controlled.[4] Among whites the effect seems to be strongest for those who went to college, while among blacks the impact on participation is largest for high school graduates. When training recipients are categorized according to the nature of the training, it becomes clear that the acquisition of professional or managerial training does most to dissuade young women from leaving the labor force.

III UNEMPLOYMENT

The unemployment experiences of these young women reflect a host of forces whose impacts are less than uniform across the cohort. On the one hand, there is the additional labor market experience, maturity, and

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[3] Some of these marriages may indeed be intact because the group includes those whose status changed from married, husband present to married, husband absent. This change, for example, characterizes many whose husbands entered the armed forces and were sent overseas.

[4] It should be borne in mind that the existing tabulations do not permit an unequivocal inference that receipt of training caused increased participation. Indeed, it is probable that part of the association displayed in the table is attributable to some respondents' receiving training after entering employment.

Table 2.3 Selected Measures of Change in Labor Force Status, 1968-1970, by Highest Year of School Completed, Extent and Type of Vocational Training Received between 1968 and 1970 and Color[a]

Highest year of school completed and vocational training 1968-1970	WHITES				BLACKS			
	Total number (thousands)	Change in survey week participation rate (1970-1968)	Entrance rate[b]	Withdrawal rate[b]	Total number (thousands)	Change in survey week participation rate (1970-1968)	Entrance rate[b]	Withdrawal rate[b]
Less than 12								
No training	1,218	- 0.5	21	47	291	-8.4	19	37
Any training	156	15.2	e	e	58	-3.9	e	30
12								
No training	2,883	- 7.5	30	31	313	-6.4	40	24
Any training[c]	847	0.0	57	16	100	1.8	e	21
Professional technical, or managerial[d]	167	17.5	e	10	9	e	e	e
Clerical[d]	317	- 3.4	e	18	49	-7.4	e	25
13 or more								
No training	775	-12.2	28	26	50	0.8	e	8
Any training[c]	347	8.8	e	11	39	0.3	e	e
Professional, technical, or managerial[d]	176	4.6	e	13	15	e	e	e
Total								
No training	4,876	- 6.5	26	31	655	-6.4	29	28
Any training[c]	1,350	5.3	59	14	198	0.0	55	22
Professional, technical, or managerial[d]	359	12.4	e	12	40	e	e	e
Clerical[d]	382	- 0.3	e	16	69	-6.2	e	26
Blue collar[d]	134	5.8	e	e	27	e	e	e

a See Table 2.1, n. a.

b See Table 2.1, n. c.

c Includes those with types of training not shown separately and those with two programs of different types.

d Includes those with one or two programs of the same type.

e Rate not shown where base represents fewer than 25 sample cases.

knowledge resulting from the passage of two years. This would be expected, ceteris paribus, to reduce unemployment rates and the duration of jobless periods. On the other hand, an examination of Current Population Survey data indicates that young women faced labor market conditions in early 1970 which were, at best, no better than those they faced in early 1968.[5] For female nonstudents aged 18 to 24, participation rates were somewhat higher and unemployment rates somewhat lower in the fourth quarter of 1969 than in the fourth quarter of 1967. However, the anti-inflationary policy instituted by the federal government in mid-1969 probably had begun to dampen the labor market for young women by the first quarter of 1970. In fact, comparisons of fourth quarter estimates for 1969 and 1970 reveal a substantial deterioration of the labor market in the form of reduced participation rates and increased unemployment rates among young women. These forces probably operate to increase unemployment and the duration of job search, although the worsened labor market may, in the longer run, decrease unemployment rates by inducing the more marginally attached women to depart from the labor force entirely. In fact, the data seem to reflect the operation of all of these forces.

In the aggregate, both the survey-week rates of unemployment and the proportion experiencing at least one week of joblessness in a year declined between 1968 and 1970 (Table 2.4). However, for blacks and whites alike, young women who were unemployed at least once during a year spent more time seeking work in the 1969-70 period than in the 1968-69 period. Although their survey-week unemployment rate declined noticeably, high school dropouts evidently suffered most from the loosening labor market. Irrespective of color, they are the only group displaying an increase in the percent experiencing unemployment and an increase in average duration of joblessness. Generally speaking, unemployment exhibits an inverse association with educational attainment, irrespective of the method of measuring the former. However, with the exception of the contrast between high school dropouts and all others, education bears no regular relationship with change in unemployment experience over the two-year period.

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[5] The inferences presented in this paragraph are based on data shown in the following sources: Forest A. Bogan, Employment of School Age Youth, Special Labor Force Report no. 98 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1968); Elizabeth Waldman, Employment of School Age Youth, October 1968, Special Labor Force Report no. 111 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1969); Anne M. Young, Employment of School Age Youth, October, 1969, Special Labor Force Report no. 124 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1970); and Howard Hayghe, Employment of School Age Youth, Special Labor Force Report no. 135 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1971).

Table 2.4 Selected Measures of Unemployment Experience 1968 to 1970, by Highest Year of School Completed and Color[a]

Highest year of school completed	Total number in labor force survey-week (thousands)			Survey-week unemployment rate			Percent unemployed at one or more surveys	Percent with one or more weeks unemployed[b]		Mean weeks unemployed[c]	
	1968	1969	1970	1968	1969	1970		1968-1969	1969-1970	1968-1969	1969-1970
						WHITES					
Less than 12	546	479	567	24.0	19.2	12.3	18	17	18	6.8	8.4
12	2,437	2,287	2,228	8.8	6.4	6.6	12	15	13	7.1	6.5
13-15	492	502	478	6.5	1.9	3.1	6	18	10	5.3	4.8
16 or more	333	306	282	8.2	1.5	5.0	12	14	7		
Total or average	3,811	3,573	3,556	10.5	7.0	6.8	13	16	14	6.7	6.9
						BLACKS					
Less than 12	179	167	154	26.1	18.1	19.4	25	21	23	8.1	9.8
12	304	286	290	16.9	11.5	10.4	22	27	21	7.4	8.3
13 or more	72	82	73	12.2	17.9	12.2	23	36	33	d	d
Total or average	555	535	517	19.3	14.6	13.0	24	26	23	8.0	8.6

a See Table 2.1, n. a.

b The base for these percentages is those with work experience.

c The base for these means is those with at least one week of unemployment.

d Percentages and means not shown where base represents fewer than 25 sample cases.

Finally, tabulations not shown here provide only slight support for the thesis that personal unemployment discourages labor force participation among young women.[6] Only among white high school graduates and black high school dropouts was the cumulative duration of unemployment between 1968 and 1970 greater for those who left the labor force between 1968 and 1970 than for those in the labor force at both dates. In contrast, the data do indicate that labor force entrance (or re-entrance) frequently involves considerable time in job search. For all race-education groups except white high school dropouts, the mean cumulative duration of joblessness between 1968 and 1970 was greater for those out of the labor force in 1968 who were in it in 1970 than for those in the labor force at both dates.

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[6] However, it should be noted that attrition from the sample has been disproportionately high among those with substantial unemployment experience in 1968-1969.

CHAPTER THREE

CHANGES IN JOB STATUS OF EMPLOYED OUT-OF-SCHOOL YOUTH

The extreme volatility of school enrollment status, occupational aspirations, and labor force status which characterizes two years in the lives of young women has been depicted in the preceding chapters. In this chapter the focus is on the dynamics of labor market experience reflected in job changing by the employed. More specifically, we examine the extent and character of interfirm movement between the 1968 and 1970 surveys.

I EXTENT OF INTERFIRM MOVEMENT

As should be expected of young women in the early years of their employment careers, a substantial fraction (44 percent of the whites and 55 percent of the blacks) of those out of school and employed in each of the 1968, 1969, and 1970 survey weeks changed employers at least once between the 1968 and 1970 surveys (Table 3.1).[1] Decomposing these percentages according to the reason for having left the 1968 job reveals that 29 percent of the whites made voluntary job changes, while 2 percent left involuntarily. The reasons were not ascertained for the remaining 12 percent who made moves. The corresponding percentages for blacks were 31 percent, 6 percent, and 18 percent. Among changers, then, blacks were more likely than whites to have indicated that they were forced to change jobs.

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[1] It should be understood that our measure of interfirm mobility refers to the number of job changers rather than to the number of job changes. Specifically, a worker was categorized as having made an interfirm move between 1968 and 1970 if, and only if, her record showed different employers in either or both pairs of adjacent years (1968-69 and 1969-70). This measure clearly is an imprecise account of the total amount of movement among young women during the period for three reasons. First, it refers to the number of movers and not to the number of moves. Second, the proportion who were not reinterviewed in both 1969 and 1970 probably contains a disproportionately large number of young women who changed employers during that period. Third, it counts as nonmovers those who left an employer and subsequently returned to that same employer.

II CORRELATES OF INTERFIRM MOVEMENT

1968 Occupation

Table 3.1 shows that black young women had higher interfirm mobility rates than did white, in every major occupational category. The greatest disparity is among blue collar workers, where blacks were half again as likely to move as were whites. For both blacks and whites, the rank order of mobility rates by occupation is the same. This pattern is the same as it was for interfirm movement between the 1968 and 1969 surveys, although the difference between white collar and blue collar rates is greater here.[2] Nondomestic service workers displayed the greatest interfirm mobility rates, followed by white collar employees and then blue collar workers.

The intercolor differentials in mobility rates can probably be explained by the intercolor differences in distribution among the 3-digit occupations within a major occupational group. For example, blacks were slightly more likely than whites to be in clerical or sales occupations as opposed to professional, technical, or managerial positions. Similarly, blacks were more heavily concentrated than whites within the laborers subset of the blue collar group, and as compared with whites they were apportioned more to lower level nondomestic service occupations. Black-white variation in involuntary separations was at a maximum in the case of nondomestic service workers: 5 percent of the blacks moved involuntarily, while forced movement was nonexistent among whites. Beyond that, there are noticeable differences in the blue collar and clerical/sales categories.

Because of the strong association between 1968 occupation and interfirm movement, on the one hand, and between occupation and many other correlates of job changing, on the other, 1968 occupation group is used as a control variable in most of the subsequent analysis.

Education

There is a negative association between level of education and the probability of a young woman's having changed employers involuntarily between 1968 and 1970 (Table 3.1). On the other hand, voluntary quit rates were higher for women with high school diplomas than for those without diplomas. Similarly, for whites involuntary separations occurred less frequently among the better educated, and voluntary changes were more likely among those who went to college than among those who did not. These relationships are most apparent among young white women who were in professional, technical or managerial positions in 1968.

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[2] Roderick and Davis, Years for Decision, 2:28.

Table 3.1 Proportion Making At Least One Change of Employer[a] between 1968 and 1970, by Reason for Leaving 1968 Job, 1968 Occupation Group, Highest Year of School Completed and Color[b]

Occupation of 1968 job and highest year of school completed	WHITES					BLACKS				
	Total number (thousands)	Percent changing				Total number (thousands)	Percent changing			
		Voluntarily	Involuntarily	NA[c]	Total		Voluntarily	Involuntarily	NA[c]	Total
Professional/managerial										
12 or less	106	13	5	16	34	3	e	e	e	e
13-15	107	32	0	0	32	6	e	e	e	e
16 or more	189	37	0	16	53	12	e	e	e	e
Total or average	401	29	1	12	43	22	e	e	e	e
Clerical/sales										
12	999	27	2	12	42	51	26	5	17	48
13 or more	165	41	3	19	63	17	e	e	e	e
Total or average[d]	1,251	29	2	13	44	75	29	5	19	52
Blue collar										
12	212	18	3	7	28	37	32	9	3	44
Total or average[d]	319	20	4	6	30	63	23	9	14	47
Nondomestic service										
12	127	33	0	14	46	31	e	e	e	e
Total or average[d]	216	36	0	14	50	56	40	5	12	57
All occupations[f]										
Less than 12	221	23	5	16	44	71	21	8	34	63
12	1,480	26	2	12	41	138	36	5	12	53
13-15	323	40	2	11	53	33	31	3	15	49
16 or more	224	33	0	14	47	13				
Total or average	2,248	29	2	12	44	255	31	6	18	55

[a] For method of measuring employer change see text footnote 1.

[b] The universe for all tables in this chapter is young women who were 16 to 26 years of age in 1970, out of school and employed at each of the 1968, 1969 and 1970 survey dates. Additional restrictions are noted in relevant table titles.

[c] Respondents whose reason for changing could not be categorized as either voluntary or involuntary.

[d] Total includes education categories not shown separately.

[e] Percentages not shown where base represents fewer than 25 sample cases.

[f] Total includes domestic service workers and farm workers not shown separately because of small sample sizes.

With years of education controlled, it can be seen that the greater overall mobility rate for the blacks is a function of the more frequent movement of black young women with 12 or fewer years of education. Black college women changed employers at about the same rate as did their white counterparts. The fact that respondents with college experience had the highest rates of mobility among whites but the lowest rates among blacks probably reflects the increased opportunities to move that accompany higher education for whites and the increased opportunities to stay (i.e., the reduced incidence of involuntary termination) that accompany higher education for blacks.

Length of Service in 1968 Job

Most studies have shown an inverse relationship between length of service with an employer and the likelihood of leaving that employer. In part, this is because the identification of the most obvious incompatibilities occurs early in the employment relationship. Another factor contributing to the negative association is the economic and social-psychological ties which build up over time. Finally, certain institutional arrangements, such as union rules regarding layoff, operate to make mobility less likely with increasing service.

For the young women under consideration here, tenure and interfirm movement are related in the hypothesized manner (Table 3.2). Among whites, substantial reductions in mobility show up after one and four years of service. Moreover, the general negative relationship between tenure and movement is apparent within each occupational group with enough sample cases for confident analysis. Voluntary employer change is a monotonically decreasing function of service for whites. Blacks with one to two years tenure and those with less than one year were equally likely to have quit, however. No systematic pattern of reported involuntary movement exists for either blacks or whites.

One remaining set of intercolor variations merits attention. Whereas the overall mobility rate for blacks with less than one year of service is about one-third greater than that for whites with similar service (69 versus 53 percent), voluntary movement was about equal (36 versus 34 percent). Involuntary job changing for blacks exceeded that for whites most noticeably among respondents with one to two years of service.

Prospective Interfirm Mobility

In the 1968 interview, employed young women were asked what the wage or salary would have to be to induce them to take a job with a different employer in the same line of work and in the same labor market area in which they were then employed. The question was designed to identify propensity to respond to perceived wage differentials among jobs. In the second volume of this series it was reported that those

Table 3.2 Proportion Making At Least One Change of Employer between 1968 and 1970, by Reason for Leaving 1968 Job, 1968 Occupation Group, Length of Service in 1968 Job and Color[a]

Occupation and length of service on 1968 job (years)	Total number (thousands)	Percent changing			Total
		Voluntarily	Involuntarily	NA[b]	
	WHITES				
Professional/managerial					
Less than 1	235	31	2	12	45
1 or more	166	27	0	12	39
Clerical/sales					
Less than 1	624	35	3	19	57
1-2	306	26	0	6	34
3 or more	317	19	1	9	30
Blue collar					
Less than 1	149	28	4	3	35
1 or more	170	14	1	10	26
All occupations[c]					
Less than 1	1,177	34	4	15	53
1-2	552	26	0	9	36
3-4	360	23	2	10	37
5 or more	146	10	0	6	16
	BLACKS				
Professional/managerial					
Less than 1	10	d	d	d	d
1 or more	12	d	d	d	d
Clerical/sales					
Less than 1	48	32	5	25	62
1-2	17	d	d	d	d
3 or more	9	d	d	d	d
Blue collar					
Less than 1	37	36	9	22	66
1 or more	26	c	d	d	d
All occupations[c]					
Less than 1	156	36	6	27	69
1-2	61	36	7	9	52
3-4	20	4	0	0	4
5 or more	16				

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[a] See Table 3.1, n. b.

[b] Respondents whose reason for changing could not be categorized as voluntary or involuntary.

[c] Includes occupation groups not shown separately.

[d] Percentages not shown where base represents fewer than 25 sample cases.

whose responses to the 1968 question had classified them as highly mobile[3] were most likely to have changed jobs between 1968 and 1969. It was noted, however, that the relationship was a relatively weak one and it was suggested that involuntary movers (who could not be identified at that time) might be partially responsible for the absence of a stronger positive relation.[4]

Here (Table 3.3) we show the rates of voluntary job changing between 1968 and 1970 in relation to the 1968 measure of propensity to move. The relationship is positive and monotonic and, for those categories which allow comparison, stronger for blacks than for whites. Overall, "highly mobile" blacks made voluntary job changes at a rate 5 percentage points greater than that of their white counterparts. This is largely attributable, however, to the intercolor difference in occupational distribution, for, among clerical and sales workers classified as "highly mobile," white women were half again as likely as black to have changed employers voluntarily (35 versus 20 percent). The black-white difference in voluntary movement is smaller among the "moderately mobile."

Comparison of Residence, 1968 to 1970

Before turning to an examination of the relation between interfirm and geographic mobility among employed young women, it may be useful to say a word about the extent of migration among the total group of respondents who were out of school at all three survey dates. By 1970, 24 percent of the whites and 20 percent of the blacks had moved to a county different from that in which they had lived in 1968. For both color groups, migration by young women is related to changes in marital status. As would be expected, the highest rates are for respondents who were married for the first time between 1968 and 1970. An interesting intercolor difference is that the least geographically mobile whites were young women who had not yet married by 1970, whereas for blacks the least mobile were those who were married at the time of both surveys. This difference may reflect the greater geographic mobility of married young white men than of their black counterparts.[5]

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[3] The categories of prospective interfirm mobility are defined as follows: Highly mobile--would change jobs for a wage increase of less than 10 percent; Moderately mobile--would change jobs for a wage increase of 10 percent or more; Immobile--would not change job for any conceivable wage increase.

[4] Roderick and Davis, Years for Decision, 2:33-34.

[5] Kohen and Barnes, Career Thresholds, 3:97.

Table 3.3 Proportion Making At Least One Voluntary Change of Employer between 1968 and 1970, by 1968 Occupation Group, Prospective Interfirm Mobility in 1968[a] and Color: Wage and Salary Workers 1968[b]

Occupation on 1968 job and prospective interfirm mobility[a]	WHITES		BLACKS	
	Total number (thousands)	Percent changing voluntarily	Total number (thousands)	Percent changing voluntarily
Clerical/sales				
Highly mobile	387	35	34	20
Moderately mobile	547	26	27	e
Immobile	205	18	11	e
Total or average[c]	1,246	29	75	29
Blue collar				
Highly mobile	105	18	31	22
Moderately mobile	115	28	23	e
Immobile	79	e	3	e
Total or average[c]	319	20	63	23
All occupations[d]				
Highly mobile	603	32	90	37
Moderately mobile	931	28	91	29
Immobile	452	19	26	e
Total or average[c]	2,238	29	255	31

[a] Prospective interfirm mobility as of 1968 was determined by responses of wage and salary workers to a hypothetical job offer. The categories shown are defined as follows: Highly mobile--would change jobs for a wage increase of less than 10 percent; Moderately mobile--would change jobs for a wage increase of 10 percent or more; Immobile--would not change job for any conceivable wage increase.

[b] See Table 3.1, n. b.

[c] Percent includes those who were, in 1968, undecided about their job mobility, e.g., could not specify the wage at which they would change.

[d] Includes occupations not shown separately.

[e] Percentages not shown where base represents fewer than 25 sample cases.

As would be expected, there is a pronounced positive relationship between interfirm and interarea migration rate. Fully one-third of the white and one-fifth of the black young women who had changed employers had a different county of residence in 1970 from that of 1968 (Table 3.4). However, it is also interesting to note that interarea movement among whites is by no means negligible even for those who do not change employers. Among those with the same employer in 1968 and 1970, 8 percent had nevertheless changed their county of residence during the two-year period. These probably were mainly cases of residential change unrelated to job change, because geographic transfers with the same company are prominent only among professional/managerial personnel who constitute a small portion of the group under study. The data also indicate that voluntary job changers were more likely than those who changed involuntarily to have moved from one county to another. For the young women under consideration here, then, loss of a job does not appear to have resulted in relocation to any appreciable extent.

Change in Marital Status, 1968 to 1970

Our hypothesis was that young women whose marital status changed between 1968 and 1970 would be more likely to change employers than those whose marital status did not change over this time period. Those who married could be expected to have changed jobs because of a geographic relocation, a switch from full-time to part-time work, or an alteration in work schedules.[6]

Our expectations were met for both color groups (Table 3.5). Fifty-four percent of the white young women who married between 1968 and 1970 were with a different employer in 1970 than in 1968.[7] This compares with 41 percent of those married in both years and 38 percent of those who had never married by the time of the 1970 survey. Virtually none of this difference can be attributed to differentials in involuntary movement; voluntary changes account for the bulk of the variation. Among blacks also, the respondents who were married between 1968 and 1970 exhibit the highest rate of job changing. As is true for whites, this derives almost entirely from a higher voluntary quit rate among those who married during the two-year period.

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[6] Those whose marital status went from married to nonmarried may also have changed because of geographic relocation or because of a switch from part-time to full-time work. We are unable to identify this group because of the manner in which the tabulations were specified.

[7] About four-fifths of those who married between 1968 and 1970 actually married for the first time, i.e., had never been married prior to 1968.

Table 3.4 Migration Rate between 1968 and 1970,[a] by 1968 Occupation Group, Interfirm Movement 1968-1970 and Color[b]

Occupation of 1968 job and interfirm movement 1968-1970	WHITES		BLACKS	
	Total number (thousands)	Migration rate[a]	Total number (thousands)	Migration rate[a]
Professional/managerial				
Same employer 1968-1970	230	4	11	e
Different employer[c]	171	55	11	e
Voluntary change	117	67	10	e
Clerical/sales				
Same employer 1968-1970	699	8	36	3
Different employer[c]	552	29	39	12
Voluntary change	357	34	22	e
Reason NA	162	22	14	e
Blue collar				
Same employer 1968-1970	223	10	34	0
Different employer[c]	96	23	29	13
All occupations[d]				
Same employer 1968-1970	1,265	8	115	1
Different employer[c]	984	33	140	19
Voluntary change	645	40	79	26
Reason NA	275	23	47	13

[a] The migration rate is defined as the proportion whose residence in 1970 was in a different county (or SMSA) from their 1968 residence.

[b] See Table 3.1, n. b.

[c] Includes all changers, irrespective of reason for changing.

[d] Includes occupation groups not shown separately.

[e] Rate not shown where base represents fewer than 25 sample cases.

Table 3.5 Proportion Making At Least One Change of Employer between 1968 and 1970, by Reason for Leaving 1968 Job, Comparison of Marital Status 1968 and 1970 and Color[a]

Comparison of marital status 1968 and 1970	Total number (thousands)	Percent changing			Total
		Voluntarily	Involuntarily	NA[b]	
	WHITES				
Married both years[c]	758	27	3	11	41
Never married 1970	787	24	2	12	38
Nonmarried,[d] 1968 married 1970	469	36	3	15	54
Other	207	32	2	16	50
	BLACKS				
Married both years[c]	65	31	2	18	51
Never married 1970	108	27	5	22	54
Nonmarried,[d] 1968 married 1970	51	48	3	12	63
Other	32	18	20	15	54

[a] See Table 3.1, n. b.

[b] Respondents whose reason for changing could not be classified as either voluntary or involuntary.

[c] The term "married" refers to those who were married, husband present.

[d] The term "nonmarried" refers to those who were anything other than married, husband present. In this particular table, more than four-fifths of the nonmarried women were, in fact, never married prior to 1968.

III CONSEQUENCES OF INTERFIRM MOVEMENT

Change in Occupation[8]

Not surprisingly, occupational change is far more common among young women who change employers than among those who do not. Overall, white women were three times as likely to change occupations if they made an interfirm shift than if they did not (Table 3.6). The corresponding ratio for blacks is 5 to 1. However, intrafirm movement is certainly not closed to these young women, as is evidenced by the fact that nearly one-tenth of those staying with the same employer did change major occupational assignments. Overall, young black women appear to be more likely than white to change occupations when they make an interfirm shift (49 versus 30 percent). However, this difference is not independent of 1968 occupation. First, the intercolor difference does not prevail among those who were in blue collar jobs in 1968. Second, tabulations not shown here suggest that a virtually complete withdrawal of these young black women from domestic service jobs between 1968 and 1970 accounts for a large part of the intercolor difference in the rate of interfirm occupational change.

Change in Hourly Rate of Pay, 1968 to 1970

The relative wage increases accruing to young women who changed employers were substantially greater than the increments received by respondents who remained with the same employer over the two-year period (Table 3.7). Although this differential is larger among whites (54 versus 26 percent), the relationship also is relatively strong for blacks (37 versus 22 percent). Differences between whites and blacks in the effect of interfirm mobility upon wage change explain a major portion of the overall intercolor variation in wage changes. The relative increase going to white young women who changed firms was 17 percentage points higher than that for blacks, whereas among nonchangers the advantage to whites was just 4 percentage points. Involuntary separation from the 1968 employer was not of sufficient magnitude within either color group to permit comparison of the wage experiences of voluntary and involuntary job changers.

Acquisition of Occupational Training, 1968 to 1970

Interfirm mobility and the acquisition of occupational training are positively related for blacks but unrelated for whites (Table 3.8). Nearly one-third of the young black women who changed employers between 1968 and 1970 acquired occupational training during that period, as

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[8] Occupational change is measured here by comparison of incumbency, in 1968 and 1970, in the following six occupational categories: Professional, technical/managerial; Clerical/sales; Blue collar; Domestic service; Nondomestic service; and Farm.

Table 3.6 Proportion Changing Occupation Group[a] between 1968 and 1970, by 1968 Occupation Group, Interfirm Movement 1968-1970 and Color[b]

Occupation of 1968 job and interfirm movement 1968-1970	WHITES		BLACKS	
	Total number (thousands)	Percent changing occupation 1968-1970[a]	Total number (thousands)	Percent changing occupation 1968-1970[a]
Professional/managerial				
Same employer 1968-1970	230	13	11	e
Different employer[c]	171	23	11	e
Voluntary change	117	24	10	e
Clerical/sales				
Same employer 1968-1970	699	7	36	4
Different employer[c]	552	16	39	22
Voluntary change	357	16	22	e
Reason NA	162	17	14	e
Blue collar				
Same employer 1968-1970	223	10	34	4
Different employer[c]	96	55	29	46
All occupations[d]				
Same employer 1968-1970	1,265	10	115	9
Different employer[c]	984	30	140	49
Voluntary change	645	30	79	50
Reason NA	275	25	47	42

[a] Occupation change is defined here by comparison, in 1968 and 1970, of incumbency in the following groups: Professional/managerial, Clerical/sales, Blue collar, Domestic service, Nondomestic service, and Farm.

[b] See Table 3.1, n.b.

[c] Includes all changers, irrespective of reason for changing.

[d] Includes occupations not shown separately.

[e] Percentages not shown where base represents fewer than 25 sample cases.

Table 3.7 Average Percentage Increase in Hourly Rate of Pay,[a] by 1968 Occupation Group, Interfirm Movement 1968-1970 and Color: Wage and Salary Workers 1968 and 1970[b]

Occupation of 1968 job and interfirm movement 1968-1970	WHITES		BLACKS	
	Total number (thousands)	Average percentage increase in hourly rate of pay, 1968-1970[a]	Total number (thousands)	Average percentage increase in hourly rate of pay 1968-1970[a]
Professional/managerial				
Same employer 1968-1970	226	34	11	e
Different employer[c]	166	45	11	e
Voluntary change	117	43	10	e
Clerical/sales				
Same employer 1968-1970	699	24	36	24
Different employer[c]	542	40	35	25
Voluntary change	352	39	17	e
Reason NA	157	41	14	e
Blue collar				
Same employer 1968-1970	218	21	34	18
Different employer[c]	96	22	29	24
All occupations[d]				
Same employer 1968-1970	1,241	26	115	22
Different employer	944	54	135	37
Voluntary change	629	56	74	31
Reason NA	266	52	46	56

a Computed as the mean of $[100(\frac{1970\ WAGE}{1968\ WAGE}) - 100]$.

b See Table 3.1, n. b.

c Includes all changers, irrespective of reason for changing.

d Includes all occupations not shown separately.

e Means not shown where base represents fewer than 25 sample cases.

Table 3.8 Proportion Acquiring Occupational Training between 1968 and 1970, by 1968 Occupation Group, Interfirm Movement 1968-1970 and Color[a]

Occupation of 1968 job and interfirm movement 1968-1970	WHITES		BLACKS	
	Total number (thousands)	Percent who participated in at least one training program 1968-1970	Total number (thousands)	Percent who participated in at least one training program 1968-1970
Professional/managerial				
Same employer 1968-1970	230	43	11	d
Different employer[b]	171	46	11	d
Voluntary change	117	38	10	d
Clerical/sales				
Same employer 1968-1970	699	33	36	25
Different employer[b]	552	33	39	37
Voluntary change	357	32	22	d
Reason NA	162	29	14	d
Blue collar				
Same employer 1968-1970	223	21	34	7
Different employer[b]	96	15	29	21
All occupations[c]				
Same employer 1968-1970	1,265	33	115	12
Different employer[b]	984	33	140	31
Voluntary change	645	32	79	41
Reason NA	275	29	47	15

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[a] See Table 3.1, n. b.

[b] Includes all changers, irrespective of reason for changing.

[c] Includes occupations not shown separately.

[d] Percentages not shown where base represents fewer than 25 sample cases.

compared with only 12 percent of those who remained with the same firm. For whites, fully one-third of both the movers and the nonmovers received training. Although the acquisition of training varies with 1968 occupation, the intercolor difference seems to persist within occupational groups. This intercolor variation may in part reflect black-white differences in the nature and/or sources of training and is consistent with our findings on intercolor differences in occupation changes which accompany interfirm shifts. For example, the source of training may be more likely to be outside the firm for blacks than for whites, and it may be more frequently associated with interfirm mobility among whites than among blacks. The small number of involuntary separations precludes a comparison of the training received by voluntary and involuntary job changers.

Comparison of Job Satisfaction, 1968 to 1970

One criterion of the "success" of a job shift--at least from the point of view of the employee--is the change in job satisfaction which accompanies it. According to this measure, job changes between 1968 and 1970 appear to have been "successful" for both whites and blacks (Table 3.9).

First, as would be anticipated, more of the changers than of the nonchangers did in fact experience some revision of job attitudes over the period. This difference was somewhat greater for blacks than for whites. The proportions of black and white job changers reporting a change in job attitude did not differ greatly (83 versus 87 percent), while the fraction of whites who did not change jobs and who reported a change in attitude was half again as great as for the blacks (60 versus 40 percent). Second, decidedly more of the young women who left than of those who remained with their 1968 employers reported that they liked their 1970 jobs better than they had liked their 1968 jobs. Again, the difference among blacks exceeded that among whites. Whereas whites and blacks who made interfirm moves were equally likely to report increased satisfaction, whites who did not move were much more likely to do so than their black counterparts. Finally, the proportion who were less satisfied in 1970 than in 1968 was approximately the same for nonchangers as for changers.

By and large these relationships persist when 1968 occupation is controlled, although there are a few notable exceptions. Among clerical and sales workers, irrespective of interfirm movement, satisfaction was more likely to decline among blacks than among whites. Among those who were blue collar workers in 1968 who did not change jobs, young black women exhibit much more stable attitudes than their white counterparts. Indeed, this may account for the much greater rate of job changing among blacks than whites in this group.

Table 3.9 Proportion Changing Attitude toward Job, 1968-1970,[a] by Type of Change, 1968 Occupation Group, Interfirm Movement 1968-1970 and Color[b]

Occupation of 1968 job and interfirm movement 1968-1970	WHITES				BLACKS			
	Total number (thousands)	Percent changing attitude toward job[a]			Total number (thousands)	Percent changing attitude toward job[a]		
		Likes 1970 more	Likes 1970 less	Total		Likes 1970 more	Likes 1970 less	Total
Professional/managerial								
Same employer 1968-1970	230	48	7	59	11	e	e	e
Different employer[c]	171	57	16	81	11	e	e	e
Voluntary change	117	63	18	94	10	e	e	e
Clerical/sales								
Same employer 1968-1970	699	48	12	66	36	42	21	67
Different employer[c]	552	64	11	88	39	58	20	84
Voluntary change	357	64	15	90	22	e	e	e
Reason NA	162	62	3	82	14	e	e	e
Blue collar								
Same employer 1968-1970	223	32	12	49	34	6	8	13
Different employer[c]	96	63	4	80	29	70	5	93
All occupations[d]								
Same employer 1968-1970	1,265	44	11	60	115	27	12	40
Different employer[c]	984	62	11	87	140	62	11	83
Voluntary change	645	64	14	87	79	63	10	80
Reason NA	275	61	6	78	47	64	11	85

[a] The attitude comparison is constructed by comparing two pair-wise attitude changes (i.e., 1968-1969 and 1969-1970). The two instances of ambiguity (i.e., more 1968-1969/less 1969-1970 and less 1968-1969/more 1969-1970) are included in the total changes column but are not defined as either more or less 1968-1970.

[b] See Table 3.1, n. b.

[c] Includes all changers, irrespective of reason for changing.

[d] Includes occupations not shown separately.

[e] Percentages not shown where base represents fewer than 25 sample cases.

CHAPTER FOUR

SUMMARY

I INTRODUCTION

With the 1970 wave of interviews, we have completed about one-half of the data collection for our longitudinal survey of young women who were between the ages of 14 and 24 when the study began. Of the 5,159 members of the sample originally interviewed, more than nine in ten (93.3 percent of the whites and 90.8 percent of the blacks) were reinterviewed in 1970. Among whites there is no single predominant cause of attrition, although the rate of leaving the sample was higher between 1969 and 1970 than between 1968 and 1969. Among blacks the principal reason for noninterview (accounting for more than half of the total attrition) has been an inability to locate the respondent. All in all, the small rate of attrition from the sample appears to have introduced very little distortion into our findings.

The purpose of this progress report has been to examine the magnitudes and patterns of change in some personal, educational and labor market characteristics of the young women up to the time of the 1970 interview. The following observations indicate the substantial amount of change during the 24-month period: (1) one-fifth of the young women made a change in their school enrollment status; (2) about one-fifth of the women who were "never married" by 1968 were married by 1970; (3) slightly more than 10 percent of the women who were childless in 1968 had one or more children by 1970; (4) among those who were nonstudents from 1968 to 1970, more than one in five changed county (or SMSA) of residence at least once; (5) among those continuously enrolled in high school, more than one-fourth revised their educational goal between 1968 and 1970.

II CHANGES IN PLANS FOR AGE 35, 1968 TO 1970

Exemplary of the volatility which characterizes women in their late teens and early twenties is the fact that about two-fifths of them altered their plans for age 35. The changes in plans overwhelmingly indicate a shift toward intending to work at age 35. Young women who were enrolled in school throughout the period were more likely than others to have changed their plans toward working and less likely to have altered their plans toward the housewife-mother role. All of these results apply equally to whites and blacks (p. 17). These patterns of change probably reflect in part the growth in the women's liberation movement during the period and continuation of the trend of declining fertility expectations. In any event, the revised plans of the young women are entirely consistent with currently observed rates of labor force participation among women 35 to 44 years of age.

In general, the occupational aspirations of those young women who plan to be working at age 35 are very high. Although the educational attainment of those planning to work is above average for this age group, the expressed occupational aspirations still appear to be rather unrealistic. For example, among the out-of-school young women with work experience, more than one-third aspire to professional, technical or managerial positions at age 35. In contrast, only about one-fifth of the currently employed women 35 to 39 years of age occupy those kinds of jobs. Finally, it appears that there is a positive relationship between the realism of aspirations and level of educational attainment, and that this relationship is stronger among black than among white women (p. 20).

III CHANGES IN LABOR FORCE AND EMPLOYMENT STATUS

The women in the cohort who have been out of school continuously since the surveys began evidence substantial change in labor force participation over the course of the 24-month period. Measured in terms of survey-week rates and average weeks worked per year, there was a regular decline in labor force participation from 1968 to 1970, for whites and blacks alike (p. 24). Perhaps equally as interesting as the relationship described above is the magnitude of mobility into and out of the labor market. Whereas the participation rate in any one of the survey weeks was about three-fifths, only two-fifths of the women were labor force participants at all three survey dates. As would be expected, the rates of (re)entrance and withdrawal exhibit strong associations with changes in marital status. For example, among young white women who were nonmarried and in the labor force in 1968, 30 percent of those who married by 1970 withdrew from the labor force as compared to only 4 percent of those who remained unmarried. As another example, among young black women who were married and out of the labor force in 1968, 47 percent of those whose marriages dissolved by 1970 (re)entered the labor force as compared to 29 percent of those whose marriages stayed intact (p. 26). Finally, the data indicate that the accumulation of human capital via occupational training outside of regular school is positively related to increased labor force participation by young women (p. 27).

The unemployment experiences of these young women during the 1968-70 period reflect the effects of several forces, including the increased personal knowledge of the labor market and the general deterioration of the economic environment. Although education is seen to be inversely related to unemployment, the former exhibits no systematic association with changes in unemployment experience (p. 29). The data do offer support for the hypothesis that labor force entrance (or re-entrance) frequently involves considerable time in job search.

IV INTERFIRM MOVEMENT 1968 TO 1970

Interfirm mobility is the final aspect of the two-year labor market experience examined in this report. Among young women who were nonstudents and employed at each survey date, 44 percent of the whites and 55 percent of the blacks changed employers at least once between 1968 and 1970 (p. 33). About two-thirds of the whites who changed firms did so voluntarily while the corresponding fraction for blacks is just under three-fifths.

The data for both color groups offer strong support for the generalization that interfirm movement declines sharply with increasing job tenure. For example, among whites, those with less than one year's service in the 1968 job were more than three times as likely as those with five or more years of service to change jobs voluntarily (34 versus 10 percent) (p. 36). The relationship between tenure and mobility continues to prevail when occupation is controlled, even though there is considerable interoccupational variation in the rate of employer changing.

Several other correlates of interfirm movement also have been identified. First, our measure of mobility propensity (based on a hypothetical-job-offer question in 1968) shows a monotonic positive relationship with the actual rate of voluntary job changing (pp. 36, 38). A change in marital status was also seen to be associated with the probability of interfirm movement. For example, among young white women, those who married between 1968 and 1970 were half again as likely to have changed employers as were those who remained unmarried (p. 40). Not unexpectedly, a strong relationship was observed between interfirm and interarea movement. Fully one-third of the white and one-fifth of the black young women who had changed employers had a different county of residence in 1970 from that of 1968. Interestingly, among whites but not blacks, the extent of interarea movement by those who stayed with the same firm is not negligible (p. 40).

Four additional variables which are found to be correlated with interfirm movement are occupational change, relative change in hourly rate of pay, acquisition of occupational training (pp. 43, 47), and change in job satisfaction. Overall, whites were three times and blacks were five times as likely to change occupations if they made an interfirm shift as if they did not (p. 43). For both color groups the average percentage increase in hourly wage was substantially greater among job changers than among the immobile (p. 43). Finally, decidedly more of the young women who left than of those who remained with their 1968 employers reported that they liked their 1970 jobs better than they had liked their 1968 jobs (p. 47). These differences in attitudes were especially pronounced among the voluntary changers.

APPENDIX A

GLOSSARY

AGE

Age of respondent as of last birthday prior to January 1, 1970.

ATTRITION RATE

The attrition rate between year *x* and year *y* is the proportion of respondents interviewed in year *x* who were not reinterviewed, for whatever reason, in year *y*.

CLASS OF WORKER

Wage and Salary Worker

A person working for a rate of pay per time-unit, commission, tips, payment in kind, or piece rates for a private employer or any government unit.

Self-employed Worker

A person working in her own unincorporated business, profession, or trade, or operating a farm for profit or fees.

Unpaid Family Worker

A person working without pay on a farm or in a business operated by a member of the household to whom she is related by blood or marriage.

COLOR

In this report the term "blacks" refers only to Negroes; "whites" refers to Caucasians. Other races are not shown separately.

EDUCATIONAL ASPIRATIONS

Total number of years of regular school that the respondent *would like* to achieve.

EDUCATIONAL ATTAINMENT: See HIGHEST YEAR OF SCHOOL COMPLETED

EMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

ENTRANCE RATE

The survey-week labor force participation rate in year "x + 1" (or "x + 2") of those who were out of the labor force in year "x."

GEOGRAPHIC MOBILITY: See MIGRATION

HIGH SCHOOL CURRICULUM

Orientation and goal of high school courses, usually related to future educational or occupational plans. Categories used are college preparatory, vocational, commercial, and general.

HIGHEST YEAR OF SCHOOL COMPLETED

The highest grade finished by the respondent in "regular" school, where years of school completed are denoted 9-11, 12, 13-15, etc.

HOURLY RATE OF PAY

Hourly compensation in dollars for work performed. Self-employed are excluded because of the problems encountered in attempting to allocate their earnings among wages and other kinds of returns. When a time unit other than hours was reported, hourly rates were computed by first converting the reported figure into a weekly rate and then dividing by the number of hours usually worked per week.

INTERFIRM MOVE

Respondents who were employed at the time of the 1968, 1969 and 1970 surveys are considered to have made an interfirm move if the 1968 and 1969 employers were different and/or if the 1969 and 1970 employers were different. Intervening moves are ignored in the sense that, for example, if a respondent left the 1968 employer and returned to that employer by the time of the 1969 survey, she is coded as having not made an interfirm move.

INVOLUNTARY JOB CHANGE(R)

A change of employer occasioned by the respondent being discharged or permanently laid off.

JOB ATTACHMENT: See PROSPECTIVE INTERFIRM MOBILITY

JOB, CURRENT OR LAST

For those respondents who were employed during the survey week: the job held during the survey week. For those respondents who were either unemployed or out of the labor force during the survey week: the most recent job.

JOB SATISFACTION

The degree of satisfaction workers feel toward their current jobs was measured in 1968 and 1970 by a question asked of employed out-of-school youth: "How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much?" Change in job satisfaction between 1968 and 1970 was measured by comparing the responses to the two questions.

LABOR FORCE AND EMPLOYMENT STATUS

In the Labor Force

All respondents who were either employed or unemployed during the survey week:

Employed

All respondents who during the survey week were either (1) "at work"--those who did any work for pay or profit or worked without pay for 15 hours or more on a family farm or business; or (2) "with a job but not at work"--those who did not work and were not looking for work, but had a job or business from which they were temporarily absent because of vacation, illness, industrial dispute, bad weather, or because they were taking time off for various other reasons.

Unemployed

All respondents who did not work at all during the survey week and (1) either were looking or had looked for a job in the four-week period prior to the survey; (2) were waiting to be recalled to a job from which they were laid off; or (3) waiting to report to a new job within 30 days.

Out of Labor Force

All respondents who were neither employed nor unemployed during the survey week.

LABOR FORCE PARTICIPATION RATE

The proportion of the total civilian noninstitutional population or of a subgroup of that population classified as "in the labor force."

LENGTH OF SERVICE IN 1968 JOB

The total number of years spent by the respondent in her current job at the time of the 1968 survey.

MARITAL STATUS

Respondents were classified into the following categories: married, husband present; married, husband absent; divorced; separated; widowed; and never married. The term "married" refers only to those who are married with husband present; "nonmarried" is a combination of all other categories.

MENTAL ABILITY

The stanine score assigned to a respondent based on a standardized measure of intellectual ability, where the latter was derived from information provided by the most recent (as of 1968) secondary school attended by the respondent. Stanine scores represent a condensation of a normal distribution into the following nine categories: 9 = highest 4 percent, 8 = next 7 percent, 7 = next 12 percent, 6 = next 17 percent, 5 = middle 20 percent, 4 = next 17 percent, 3 = next 12 percent, 2 = next 7 percent, 1 = lowest 4 percent.

MIGRATION, 1968 TO 1970

This variable is based upon a comparison of county (or SMSA) of residence in the survey weeks of 1968 and 1969. Thus, migration is defined as a situation in which the county (or SMSA) of residence differs between those two periods, and ignores intervening moves and returns that may have occurred.

NONSTUDENT

All respondents not enrolled in regular school at the time of the survey.

OCCUPATION

The major occupation groups are the 10 one-digit classes used by the Bureau of the Census in the 1960 Census, with the addition of breaking the service workers into two groups, domestic and nondomestic. The occupational groupings are: white collar (professional and technical workers; managers, officials, and proprietors; clerical workers; and sales workers); blue collar (craftsmen and foremen, operatives, and nonfarm laborers); service (domestic and nondomestic); and farm (farmers, farm managers, and farm laborers).

OCCUPATIONAL TRAINING

Program(s) taken outside the regular school system for other than social or recreational purposes. Sponsoring agents include government, unions, and business enterprises. A training course sponsored by a company must last at least six weeks to be considered a "program."

OUT OF THE LABOR FORCE: See LABOR FORCE AND EMPLOYMENT STATUS

PART-TIME EMPLOYMENT

A maximum employment of 34 hours per week. The two ways in which this measure is used are: (1) actual number of hours worked during the survey week at all jobs; (2) usual number of hours worked per week on current or last job.

PLANS FOR AGE 35

Response to the question of what the respondent would like to be doing when she is 35 years old. The answers are coded as follows: working (including the three-digit occupation code of the desired job); married, keeping house, raising a family; don't know; and other.

PROSPECTIVE INTERFIRM MOBILITY

Relative increase in hourly rate of pay for which an employed respondent would be willing to accept a hypothetical offer of employment in the same line of work with a different employer in the same local labor market area. The responses are grouped into three categories--i.e., Highly mobile (would change jobs for less than a 10 percent increase in wages); Moderately mobile (would change jobs for a wage increase of 10 percent or more); and Immobile (would not change jobs for any conceivable wage increase).

SCHOOL ENROLLMENT STATUS

An indication of whether or not the respondent is presently enrolled in regular school.

SELF-EMPLOYED: See CLASS OF WORKER

SURVEY WEEK

For convenience, the term "survey week" is used to denote the calendar week preceding the date of interview. In the conventional parlance of the Bureau of the Census, it means the "reference week."

TOTAL FAMILY INCOME

Income from all sources (including wages and salaries, net income from business or farm, pensions, dividends, interest, rent, royalties, social insurance, and public assistance) received in 1968 by any family member living in the household during the survey week. Income of nonrelatives living in the household is not included.

UNEMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

UNEMPLOYMENT RATE

The proportion of the labor force classified as unemployed.

UNPAID FAMILY WORKER: See CLASS OF WORKER

VOLUNTARY JOB CHANGE(R)

A change of employer occasioned by the respondent's having quit for any reason, including personal health, dislike of wages, working conditions or supervision, etc.

WAGE AND SALARY WORKER: See CLASS OF WORKER

WITHDRAWAL RATE

The proportion of those in the labor force in year "x" who were out of the labor force in year "x + 1" (or "x + 2").

APPENDIX B*

APPENDIX FOR SAMPLING, INTERVIEWING, AND ESTIMATING PROCEDURES

The Survey of Work Experience of Young Women is one of four longitudinal surveys sponsored by the Manpower Administration of the U.S. Department of Labor. These four surveys constitute the National Longitudinal Surveys.

The Sample Design

The National Longitudinal Surveys are based on a multistage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every State and the District of Columbia. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 primary sampling units (PSU's) and further forming 235 strata of one or more PSU's that are relatively homogeneous according to socioeconomic characteristics. Within each of the strata a single PSU was selected to represent the stratum. Within each PSU a probability sample of housing units was selected to represent the civilian noninstitutionalized population.

Since one of the survey requirements was to provide separate reliable statistics for Negroes and other races, households in predominantly Negro and other race enumeration districts (ED's) were selected at a rate three times that for households in predominantly white ED's. The sample was designed to provide approximately 5,000 interviews for each of the four surveys--about 1,500 Negroes and other races and 3,500 whites. When this requirement was examined in light of the expected number of persons in each age-sex color group it was found that approximately 42,000 households would be required in order to find the requisite number of Negroes and other races in each age-sex group.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April 1966. Of this number about 7,500 units were found to be vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found which had been created within existing living space or had been changed from what was previously nonresidential space. Thus, 35,360 housing units were available for interview; of these, usable information was collected for 34,662 households, a completion rate of 98.0 percent.

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* This appendix was prepared by Carrol B. Kindel of the Longitudinal Surveys Branch, Demographic Surveys Division, U.S. Bureau of the Census.

Following the initial interview and screening operation, the sample was rescreened in the fall of 1966, immediately prior to the first Survey of Work Experience of Males 14 to 24. For the rescreening operation, the sample was stratified by the presence or absence of a 14- to 24-year-old woman in the household. The rescreened sample was used to designate 5,533 young women age 14 to 24 as of January 1, 1968, to be interviewed for the Survey of Work Experience. These were sampled differentially within four strata: whites in white ED's (i.e., ED's which contained predominantly white households), Negroes and other races in white ED's, whites in Negro and other race ED's, and Negroes and other races in Negro and other race ED's.

The Field Work

About 325 interviewers were assigned to the survey. Preference in the selection of interviewers was given to those who had had experience on one of the other longitudinal surveys. However, because many of the procedures and the labor force and socioeconomic concepts used in this survey were the same as those used in the Current Population Survey (CPS), each interviewer was required to have prior CPS experience. In this way the quality of the interviews was increased while the time and costs of training were decreased.

Training for the interviewers consisted of a home study package which included a reference manual explaining the purpose, procedures and concepts used in the survey and the home study exercises, a set of questions based on points explained in the manual. In addition to the home study package, there was a one-day classroom training session which all interviewers were required to attend. A week prior to the interviewer training session, a classroom training session was held for the survey supervisors. The survey supervisors, in turn, conducted the interviewer training sessions using a verbatim training guide which contained lecture material plus a number of structured practice interviews designed to familiarize interviewers with the questionnaire. All training materials were prepared by the Bureau staff and reviewed by the Manpower Administration and the Center for Human Resource Research of The Ohio State University. Professional members of the participating organizations observed both the training sessions and the actual interviewing.

Training of interviewers was held in each Data Collection Center beginning the week of January 27, 1970. The Data Collection Centers were not instructed to hold classroom training on a particular day, rather each office scheduled training during that week at its own convenience taking into consideration other survey commitments.

Interviewing began immediately following the training session and continued through March 1970. This is a longer time than usually permitted for Census Surveys. Several factors accounted for the length of the interviewing period:

1. Most of the respondents were attending school and/or working. Therefore, they were only available for interviewing during limited times of the day.
2. The requirement that all interviewers have CPS experience caused some delay since the interviewers devoted about one week per month to the CPS.
3. A year had elapsed since our last contact with the respondent so those respondents who had moved in the past year had to be relocated by the interviewer. Also some respondents had married so their last names were different from the name we had listed for them.

A full edit to check the quality of the completed questionnaires was done by Data Collection Center staffs. The edit consisted of reviewing each questionnaire from beginning to end to determine if the entries were complete and consistent and whether the skip instructions were being followed. If there were minor problems, the interviewer was contacted by phone, told of her error and asked to contact the respondent for further clarification. For more serious problems, the interviewer was retrained, either totally or in part, and the questionnaire was returned to her for completion.

The final completion rate for interviews is given in the tables below.

In 1968, of the 5,533 respondents originally selected, 5,477 were found to be eligible for interview and 5,159 were actually interviewed.

Summary of 1968 Interview

	Total eligible for interview	Total interviews	Noninterviews			
			Total	Refusals	Unable to contact	Other
Number of cases	5,477	5,159	318	151	151	16
Percent of workload	100.0	94.2	5.8	2.8	2.8	0.2
Percent of noninterviews			100.0	47.5	47.5	5.0

The 5,159 young women who were interviewed in 1968 constituted the panel for the 1969 survey. The noninterviews were not included because there would be no base year data for them. Of the 5,159 eligible sample persons, 4,930 were actually interviewed. The table below gives detailed noninterview information:

Summary of 1969 Interview

	Interviewed in 1968	Interviewed in 1969	Noninterviews				
			Total	Refused	Unable to contact	Deceased	All other
Number of cases	5,159	4,930	229	98	112	2	17
Percent of workload	100.0	95.6	4.4	1.9	2.2	Less than 0.1	0.3
Percent of noninterviews			100.0	42.8	48.9	0.9	7.4

If a respondent was a nonresponse in 1969 for reasons other than refused, another attempt was made in 1970 to obtain a response from her. A total of 5,059 young women were eligible for interview in 1970, (5,159 minus 98 refusals and 2 deceased in 1969).

The table below shows more detailed noninterview information:

Summary of 1970 Interview

	Interviewed in 1969	Interviewed in 1970	Noninterviews				
			Total	Refused	Unable to contact	Deceased	All other
Number of cases	5,059	4,766	293	74	136	6	77
Percent of Workload	100.0	94.2	5.8	1.5	2.7	0.1	1.5
Percent of noninterviews			100.0	25.3	46.4	2.0	26.3

Estimating Methods

The estimation procedure adopted for this survey was a multistage ratio estimate. The first step was the assignment to each sample case of a basic weight which took into account the over-representation of Negro and other race strata, the rescreening procedure and the sampling fraction of the stratum from which it was selected. The sample drawn from the white stratum was selected at an eight out of nine ratio, while the selection for the sample for the Negro and other race stratum was at a seven out of eight ratio. Thus, from the Survey of Work Experience of Females 14 to 24, there were eight different base weights reflecting the differential sampling by color within stratum (i.e., white ED's versus Negro and other race ED's) during both the rescreening and selection operations.

1. Noninterview Adjustment

The weights for all interviewed persons were adjusted to the extent needed to account for persons for whom no information was obtained because of absence, refusals or unavailability for other reasons. This adjustment was made separately for each of twenty-four groupings: Census region of residence (Northeast, North Central, South, West), by residence (urban, rural farm, rural nonfarm), by color (white, Negro and other races).

2. Ratio Estimates

The distribution of the population selected for the sample may differ somewhat, by chance, from that of the nation as a whole, in such characteristics as age, color, sex, and residence. Since these population characteristics are closely correlated with the principal measurements made from the sample, the latter estimates can be substantially improved when weighted appropriately by the known distribution of these population characteristics.[1] This was accomplished through two stages of ratio estimation, as follows:

a. First-Stage Ratio Estimation

This is a procedure in which the sample proportions were adjusted to the known 1960 Census data on the color-residence distribution of the population. This step took into account the differences existing at the time of the 1960 Census between the color-residence distribution for the nation and for the sample areas.

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[1] See U.S. Bureau of the Census, Technical Paper No. 7, "The Current Population Survey--A Report on Methodology," Washington, D.C., 1963, for a more detailed explanation of the preparation of estimates.

b. Second-Stage Ratio Estimation

In this final step, the sample proportions were adjusted to independent current estimates of the civilian noninstitutional population by age and color. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries.[2] The adjustment was made by color within five age groupings: 14 to 15, 16 to 17, 18 to 19, 20 to 21, and 22 to 24.

After this step, each sample person has a weight which remains unchanged throughout the five-year life of the survey. The universe of study was thus fixed at the time of interview for the first cycle. No reweighting of the sample is made after subsequent cycles since the group of interviewed persons is an unbiased sample of the population group (in this case, civilian noninstitutionalized females age 14 to 24) in existence at the time of the first cycle only.

Coding and Editing

Most of the data could be punched directly from the questionnaire, since many of the answers were numerical entries or in the form of precoded categories. However, the Bureau's standard occupation and industry codes which are used in the monthly CPS were also used for the job description questions and these codes are assigned clerically. In addition, the answers for all the "open-ended" questions had to be clerically coded, using categories which were previously developed in conjunction with the Center from hand tallies of a subsample of completed questionnaires from previous longitudinal surveys which contained the same questions.

The consistency edits for the questionnaire were completed on the computer. A modification of the CPS edit was used for the parts of the questionnaire which were similar to CPS; separate consistency checks were performed for all the other sections. None of the edits included an allocation routine which was dependent on averages or random information from outside sources, since such allocated data could not be expected to to be consistent with data from subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was assigned to the item. For example, item 62a ("Is it necessary for you to make any regular arrangements for the care of your child(ren) while you are working?") was blank, but legitimate entries appeared in item 62b and 62c ("What arrangements have you made?" and "What is the cost of these child care arrangements?"), a "Yes" was inserted in 62a since 62b and c could have been filled only if the answer to 62a was "Yes." Therefore, the assumption was made that either the key punch operator had failed to punch the item or the interviewer had failed to record it.

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[2] See U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 352, November 18, 1966, for a description of the methods used in preparing these independent population estimates.

APPENDIX C

SAMPLING VARIATION

As in any survey based upon a sample, the data in this report are subject to sampling error, that is, variation attributable solely to the fact that they emerge from a sample rather than from a complete count of the population. Because the probabilities of a given individual's appearing in the sample are known, it is possible to estimate the sampling error, at least roughly. For example, it is possible to specify a "confidence interval" for each absolute figure or percentage, that is, the range within which the true value of the figure is likely to fall. For this purpose, the standard error of the statistic is generally used. One standard error on either side of a given statistic provides the range of values which has a two-thirds probability of including the true value. This probability increases to about 95 percent if a range of two standard errors is used.

Standard Errors of Percentages

In the case of percentages, the size of the standard error depends not only on the magnitude of the percentage, but also on the size of the base on which the percentage is computed. Thus, the standard error of 80 percent may be only 1 percentage point when the base is the total number of white women, but as much as 8 or 9 percentage points when the base is the total number of unemployed white women. Two tables of standard errors, one for whites and one for blacks, are shown below (Tables C-1 and C-2).

The method of ascertaining the appropriate standard error of a percentage[1] may be illustrated by the following example. This sample represents approximately 968,000 black young women who were 16 to 26 years of age in 1970 and who were out of school in 1968, 1969 and 1970. Our estimates indicate that 20 percent of these women were living in a different county (or SMSA) in 1970 than in 1968. Entering the table for black women (C-2) with the base of 1,000,000 and the percentage 20, one finds the standard error to be 2.2 percentage points. Thus,

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[1] Because the sample is not random, the conventional formula for the standard error of a percentage cannot be used. The entries in the tables have been computed on the basis of a formula suggested by the Bureau of the Census statisticians. They should be interpreted as providing an indication of the order of magnitude of the standard error, rather than a precise standard error for any specific item.

Table C-1: Standard Errors of Estimated Percentages of Whites
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
100	2.9	6.4	8.8	11.7	14.7
200	2.1	4.5	6.3	8.3	10.4
350	1.6	3.4	4.7	6.3	7.9
500	1.3	2.8	3.9	5.2	6.6
1,000	0.9	2.0	2.8	3.7	4.7
5,000	0.4	0.9	1.2	1.6	2.1
15,830	0.2	0.5	0.7	0.9	1.2

Table C-2: Standard Errors of Estimated Percentages of Blacks
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
50	2.4	5.4	7.5	10.0	12.5
75	2.0	4.4	6.1	8.2	10.5
150	1.4	3.1	4.3	5.8	7.2
300	1.0	2.2	3.0	4.1	5.1
1,000	0.6	1.2	1.7	2.2	2.8
2,374	0.4	0.7	1.1	1.4	1.8

the chances are two out of three that a complete enumeration could have resulted in a figure between 22.2 and 17.8 percent (20 ± 2.2) and 19 out of 20 that the figure would have been between 24.4 and 15.6 percent (20 ± 4.4).

Standard Errors of Differences between Percentages

In analyzing and interpreting the data, interest will perhaps most frequently center on the question whether observed differences in percentages are "real," or whether they result simply from sampling variation. If, for example, one finds on the basis of the survey that 3.3 percent of the whites, as compared with 7 percent of the blacks, are unable to work, the question arises whether this difference actually prevails in the population or whether it might have been produced by sampling variation. The answer to this question, expressed in terms of probabilities, depends on the standard error of the difference between the two percentages, which, in turn, is related to their magnitudes as well as to the size of the base of each. Although a precise answer to the question would require extended calculation, it is possible to construct charts that will indicate roughly, for different ranges of bases and different magnitudes of the percentages themselves, whether a given difference may be considered to be "significant," i.e., is sufficiently large that there is less than a 5 percent chance that it would have been produced by sampling variation alone. Such charts are shown below.

The magnitude of the quotient produced by dividing the difference between any two percentages by the standard error of the difference determines whether that difference is significant. Since the standard error of the difference depends only on the size of the percentages and their bases, for differences centered around a given percentage it is possible to derive a function which relates significant differences to the size of the bases of the percentages. If a difference around the given percentage is specified, the function then identifies those bases which will produce a standard error small enough for the given difference to be significant. The graphs which follow show functions of this type; each curve identifies combinations of bases that will make a given difference around a given percentage significant. For all combinations of bases on or to the northeast of a given curve, the given difference is the maximum difference necessary for significance.

Thus, to determine whether the difference between two percentages is significant, first locate the appropriate graph by selecting the one labeled with the percentage closest to the midpoint between the two percentages in question. When this percentage is under 50, the base of the larger percentage should be read on the horizontal axis of the chart and the base of the smaller percentage on the vertical axis. When the midpoint between the two percentages is greater than 50, the two axes are to be reversed. (When the midpoint is exactly 50 percent, either axis may be used for either base.) The two coordinates identify a point on the graph. The relation between this point and the curves indicates the order of magnitude required for a difference between the two percentages to be statistically significant at the 5 percent confidence level.

All this may be illustrated as follows. Suppose in the case of white women the question is whether the difference between 27 percent (on a base of 6,000,000) and 33 percent (on a base of 5,000,000) is significant.[2] Since the percentages center on 30 percent, Figure 4 should be used. Entering the vertical axis of this graph with 6,000,000 and the horizontal axis with 5,000,000 provides a coordinate which lies to the northeast of the curve showing combinations of bases for which a difference of 6 percent is significant. Thus the 6 percentage point difference (between 27 and 33 percent) is significant.

As an example of testing for the significance of a difference between the two color groups consider the following. The data in our study show that for women aged 20 to 26 (in 1970) who were out of school at all three survey dates 35 percent of the whites (on a base of 6,269,000) and 28 percent of the blacks (on a base of 866,000) were employed at all three survey dates. To determine whether this intercolor difference is significant Figure 4 is used because the midpoint (32) between the two percentages is closer to 30 than 50.[3] Entering this graph at 866,000 on the vertical axis for blacks (calibrated along the right side of the figure) and at 6,269,000 on the horizontal axis for whites provides a coordinate which lies to the northeast of the 7 percent curve. Thus the 7 percentage point difference in the likelihood of being employed at all three times is significant.

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[2] Each of the curves in the graphs of this appendix illustrates a functional relationship between bases expressed in terms of actual sample cases. For convenience, however, the axes of the graphs are labeled in terms of blown-up estimates which simply reflect numbers of sample cases multiplied by a weighting factor.

[3] If both percentages are less (greater) than 50 and the midpoint between the two percentages is less (greater) than the percentage for which the curves were constructed, the actual differences necessary for significance will be slightly less than those shown on the curve. The required differences shown on the curves understate the actual differences necessary for significance when both percentages are less (greater) than 50 and the midpoint is greater (less) than the percentage for which the curves were constructed.

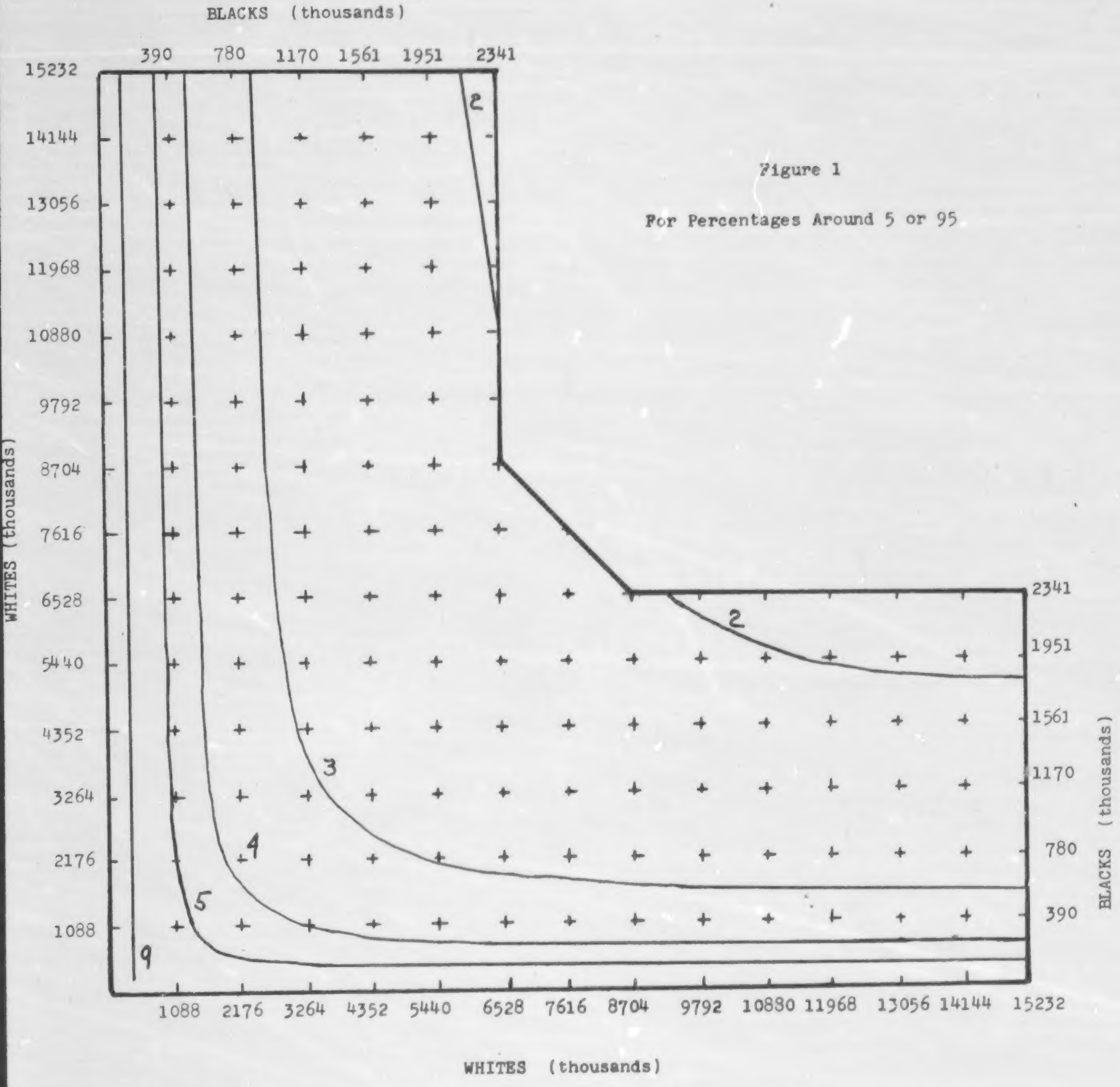


Figure 1

For Percentages Around 5 or 95

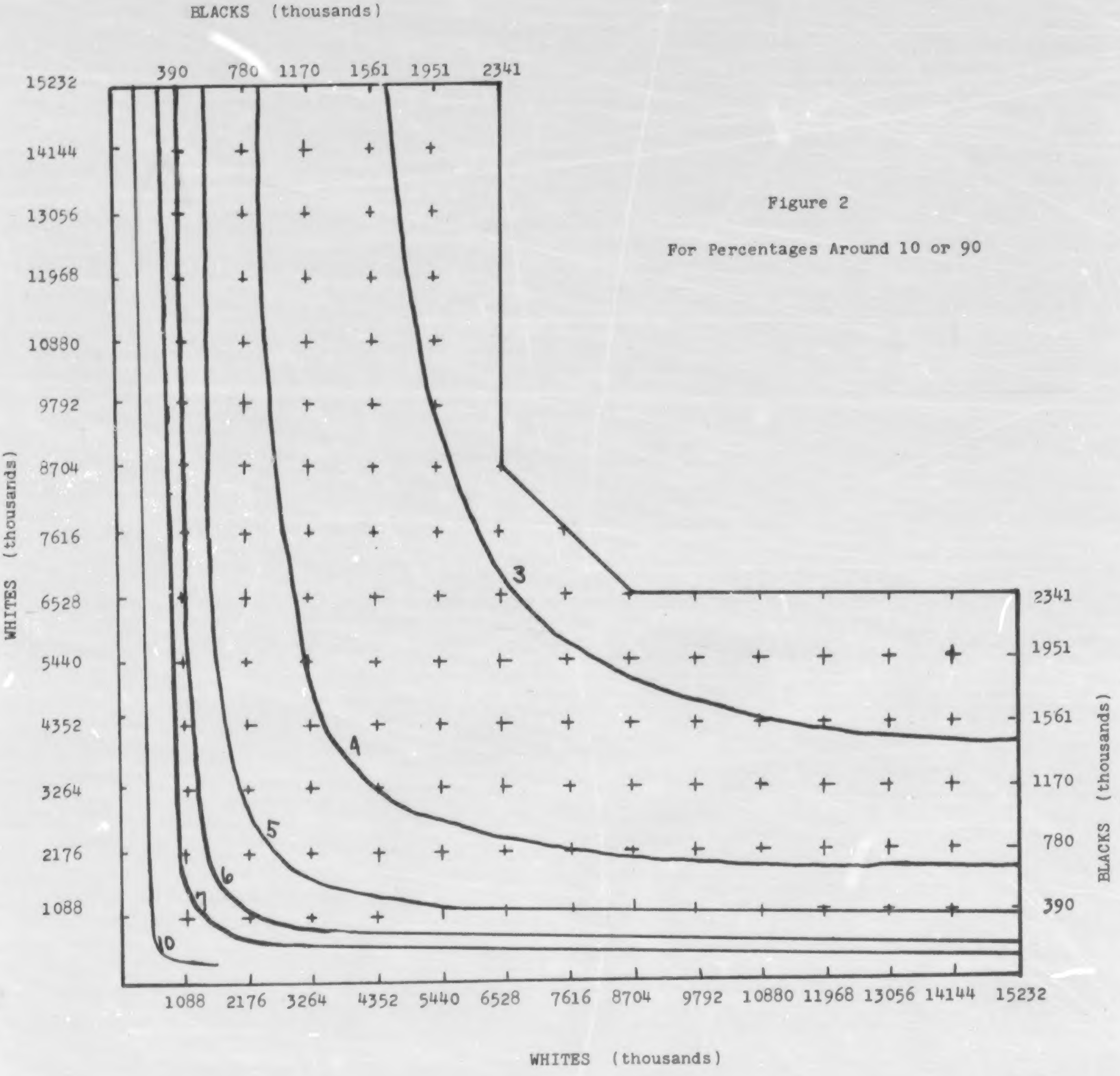
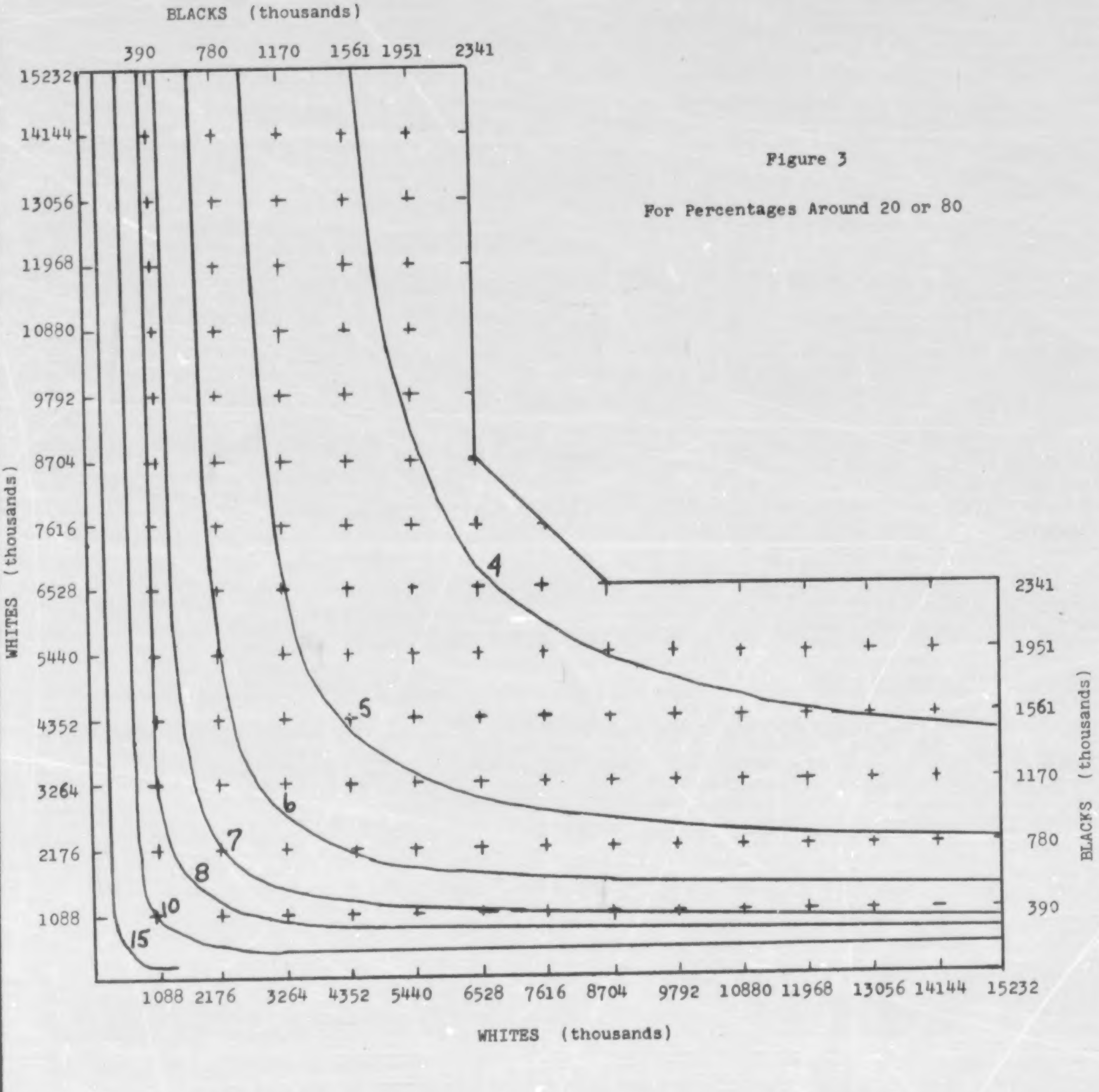


Figure 2

For Percentages Around 10 or 90

Figure 3

For Percentages Around 20 or 80



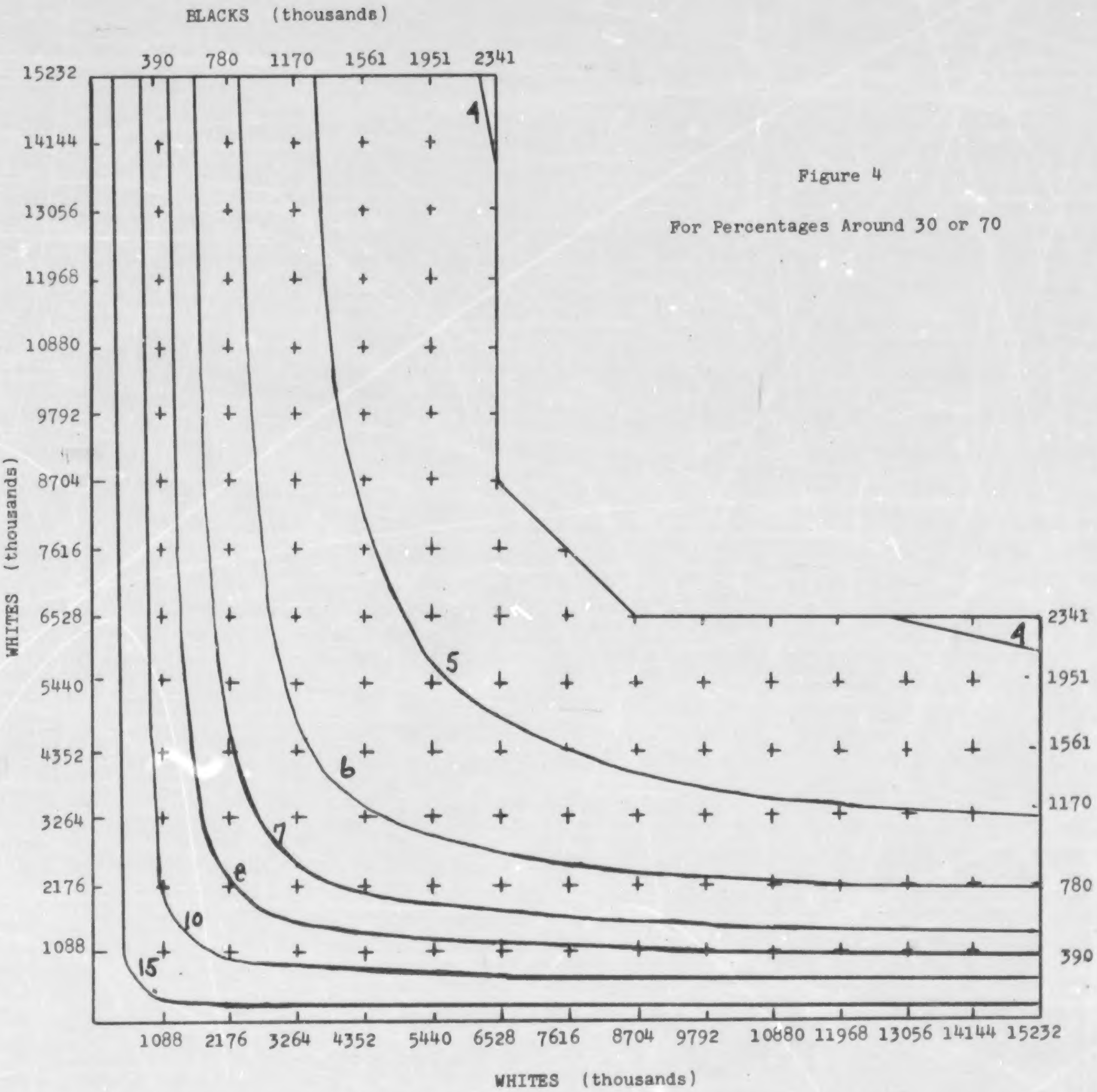


Figure 4

For Percentages Around 30 or 70

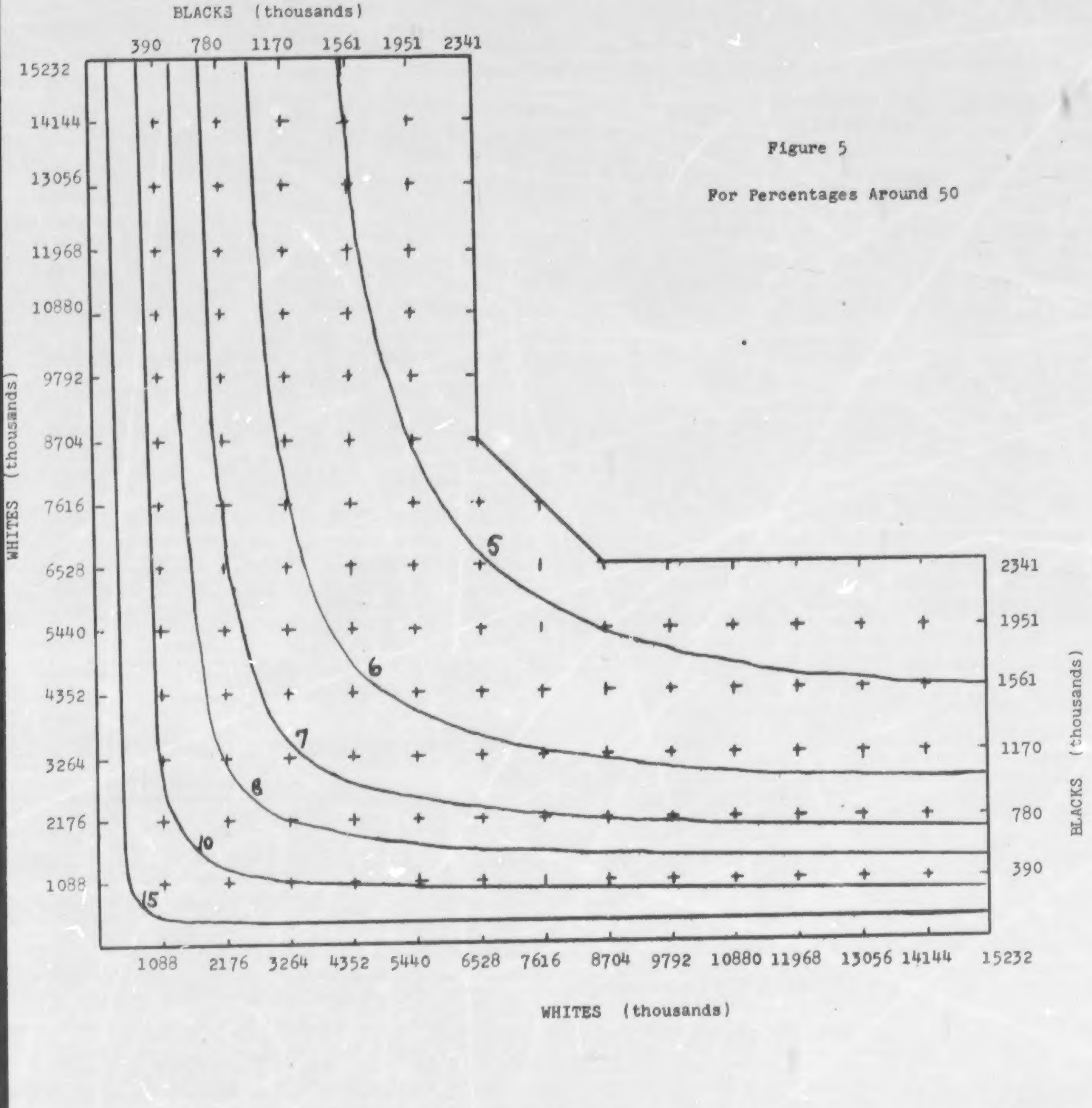


Figure 5

For Percentages Around 50

APPENDIX D

1970 INTERVIEW SCHEDULE

Budget Bureau No. 41-R2423; Approval Expires December 1973

NOTICE – Your report to the Census Bureau is confidential by law (Title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

001

FORM LGT-421
(11-17-69)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS
SURVEY OF WORK EXPERIENCE OF YOUNG WOMEN

1970

RECORD OF CALLS

Date	Time	Comments
	a.m. p.m.	
	a.m. p.m.	
	a.m. p.m.	
	a.m. p.m.	

METHODS OF LOCATING RESPONDENT WHO HAS MOVED

		Successful	Unsuccessful
New occupants	002	1 ☐	2 ☐
Neighbors	003	1 ☐	2 ☐
Apartment house manager	004	1 ☐	2 ☐
Post office	005	1 ☐	2 ☐
School	006	1 ☐	2 ☐
Persons listed on information sheet	007	1 ☐	2 ☐
Other – *Specify*	008	1 ☐	2 ☐

RECORD OF INTERVIEW

Interview time		Date completed	Interviewed by
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

009 ☐ Unable to contact respondent – *Specify*

6 ☐ Temporarily absent – *Give return date*

8 ☐ Institutionalized – *Specify type*

9 ☐ Refused

0 ☐ Deceased

A ☐ Other – *Specify*

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

010 **Item 13 – Marital status of respondent**

1 ☐ Married, spouse present
2 ☐ Married, spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

If respondent has moved, enter new address

1. Number and street

011

012

2. City	3. County	4. State	5. ZIP code	013

I. EDUCATIONAL STATUS

1. **Are you attending or enrolled in regular school?**	014 015	1. 1 ☐ Yes – *ASK 2a* 2 ☐ No **When were you last enrolled?** Month ________ Year _____ *SKIP to Check Item B*
2a. **What grade are you attending?**	016	2a. 1 Elementary 1 2 3 4 5 6 7 8 2 High school 1 2 3 4 3 College 1 2 3 4 5 6+
b. **Are you enrolled as a full-time or part-time student?**	017	b. 1 ☐ Full-time 2 ☐ Part-time
CHECK ITEM A		*Refer to item 92R on Information Sheet* ☐ Respondent not in school in 1969 – *ASK 3a* ☐ Respondent in school in 1969 – *SKIP to Check Item C*
CHECK ITEM B		*Refer to item 92R on Information Sheet* ☐ Respondent in school in 1969 – *SKIP to Check Item F, page 3* ☐ All others – *SKIP to 23a, page 4*
3a. **At this time last year, you were not enrolled in school. How long had you been out of school before returning?**	018	3a. Years ______
b. **Why did you return?**	019	b.
c. **In what curriculum are you enrolled?**	020	c. ____________ *SKIP to 5*
CHECK ITEM C		*Refer to items 2a and 92R on Information Sheet* ☐ Respondent in high school in 1969, college now – *SKIP to 5* ☐ Other – *ASK 4*
4. **Are you attending the same school as you were at this time last year?**	021	4. 1 ☐ Yes – *SKIP to 10* 2 ☐ No – *ASK 5*
5. **What is the name of the school you now attend?**		5.
6. **Where is this school located?**	022	6. City ____________ County ____________ State ____________
7. **Is this school public or private?**	023	7. 1 ☐ Public 2 ☐ Private
8. **When did you enter this school?**	024	8. Month ________ Year ______
CHECK ITEM D		*Refer to item 2a and item 92R on Information sheet* ☐ Respondent in college I now – *SKIP to 15a* ☐ Respondent in high school I now } *SKIP to 23a, page 4* ☐ Respondent not in school in 1969 } *SKIP to 23a, page 4* ☐ Other – *ASK 9*
9. **Why did you change schools?**	025	9.
10. **Would you say you now like school more, about the same, or less than you did last year?**	026	10. 1 ☐ More } *ASK 11* 2 ☐ Less } *ASK 11* 3 ☐ About the same – *SKIP to 12*
11. **Why do you like it more (less)?**	027	11.

I. EDUCATIONAL STATUS – Continued

12. Are you enrolled in the same curriculum now as you were last year?	028	12. ☐ Yes { 1 ☐ College – *SKIP to 15a* 2 ☐ High school 3 ☐ Elementary } *SKIP to 23a, page 4* 4 ☐ No – *ASK 13*
13. In what curriculum are you enrolled now?	029	13. ☐☐
14. How did you happen to change your curriculum?	030	14. ☐
☐ Respondent not now in college – *SKIP to Check Item E*		15a.
15a. How much is the full-time tuition this year at the college you attend?	031	$________
b. Do you have a scholarship, fellowship, assistantship, or other type of financial aid this year?	032	b. 1 ☐ Yes – *ASK c* 2 ☐ No – *SKIP to Check Item E*
c. What kind?	033	c. 1 ☐ Scholarship 2 ☐ Fellowship 3 ☐ Assistantship 4 ☐ Loan 5 ☐ Other – *Specify* ________
d. How much is it per year?	034	d. $________
CHECK ITEM E		*Refer to item 92R on Information Sheet* ☐ Respondent in college 3–6 in 1969 – *ASK 16a* ☐ Other – *SKIP to 23a, page 4*
16a. Have you received a degree since last year at this time?	035	16a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 23a, page 4*
b. What degree was it?	036	b. 1 ☐ Bachelor's (B.A., B.S., A.B.) 2 ☐ Master's (M.S., M.B., M.B.A.) 3 ☐ Doctor's (Ph.D.) 4 ☐ Other – *Specify*
c. In what field did you receive your degree?	037	c. ☐☐
d. Why did you decide to continue your education after receiving this degree?	038	d. ☐ ________ *SKIP to 23a, page 4*
CHECK ITEM F		*Refer to item 92R on Information Sheet* ☐ Respondent in high school 1–3 last year – *ASK 17a* ☐ Respondent in high school 4 last year – *SKIP to 18a* ☐ Respondent in college 1–3 last year – *SKIP to 20a* ☐ Respondent in college 4+ last year – *SKIP to 21a* ☐ Respondent in elementary school last year – *ASK 17a*
17a. At this time last year, you were attending your______year of high school. Did you complete that year?	039	17a. 1 ☐ Yes 2 ☐ No
b. Why did you drop out of high school?	040	b. ☐
c. Do you expect to return?	041	c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 26a, page 5*
d. When do you expect to return?	042	d. ☐ ________ *SKIP to 23a, page 4*
18a. Did you graduate from high school?	043	18a. 1 ☐ Yes – *SKIP to Check Item G* 2 ☐ No – *ASK b*
b. Why not?	044	b. ☐
CHECK ITEM G		*Refer to item 93R on Information Sheet* ☐ Respondent had planned to enter college when last interviewed – *ASK 19a* ☐ Respondent had not planned to enter college when last interviewed – *SKIP to 23a, page 4* ☐ Respondent not asked about educational goal – *SKIP to 23a, page 4*

I. EDUCATIONAL STATUS – Continued

19a. When we last interviewed you, you said you planned to go to college. Have your plans changed?	045	19a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c*
b. What caused your plans to change?	046	b. 1 ☐ Poor grades, lacked ability, wasn't accepted because of low grades, etc. 2 ☐ Economic reasons (couldn't afford, had to work instead, unable to obtain financial assistance) 3 ☐ Disliked school, lost interest, had enough school 4 ☐ Marriage, pregnancy or children 5 ☐ Personal health reasons 6 ☐ Other – *Specify* ______ *SKIP to d*
c. Why are you presently not enrolled in college?	047	c. 1 ☐ Economic reasons (couldn't afford, have to work, unable to obtain financial assistance, etc.) 2 ☐ Was rejected or turned down 3 ☐ Waiting to be accepted by a school 4 ☐ Marriage, pregnancy or children 5 ☐ Personal health reasons 6 ☐ Other – *Specify* ______
d. When do you plan to enroll in college?	048	d. Month ______ Year ______ – *SKIP to 23a* x ☐ Don't plan to enroll – *SKIP to 26a, page 5*
20a. Last year at this time you were in college. Why did you decide to drop out?	049	☐ 20a. ______ x ☐ Received degree – *SKIP to 22a*
b. Do you expect to return?	050	b. 1 ☐ Yes – *ASK c* 2 ☐ No – *SKIP to 26a*
c. When do you think you will return?	051	c. Month ______ Year ______ – *SKIP to 23a*
21a. Last year at this time you were in college Did you receive a degree?	052	21a. 1 ☐ Yes – *SKIP to 22a* 2 ☐ No – *ASK b*
b. Why did you decide to drop out?	053	☐ b.
c. Do you expect to return?	054	c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 26a*
d. When?	055	☐ d. Month ______ Year ______ – *SKIP to 23a*
22a. What degree did you receive?	056	22a. 1 ☐ Associate (2 year course) 2 ☐ Bachelor's (B.A., B.S., A.B.) 3 ☐ Master's (M.S., M.B., M.B.A.) 4 ☐ Doctor's (Ph.D.) 5 ☐ Other – *Specify* ______
b. In what field of study did you receive your degree?	057	☐☐ b.
23a. How much education would you like to get?	058	23a. High school 1 ☐ 1 yr. 2 ☐ 2 yrs. 3 ☐ 3 yrs. 4 ☐ 4 yrs. College { 5 ☐ 2 yrs. (complete junior college) 6 ☐ 4 yrs. (graduate from 4-year college) 7 ☐ 6 yrs. (master's degree or equivalent) 8 ☐ 7 + yrs. (Ph.D. or professional degree)
b. As things stand now how much education do you think you will actually get?	059	b. High school 1 ☐ 1 yr. 2 ☐ 2 yrs. 3 ☐ 3 yrs. 4 ☐ 4 yrs. College { 5 ☐ 2 yrs. (complete junior college) 6 ☐ 4 yrs. (graduate from 4-year college) 7 ☐ 6 yrs. (master's degree or equivalent) 8 ☐ 7 + yrs. (Ph.D. or professional degree)

CHECK ITEM H	*Refer to item 23a and item 93R on Information Sheet* ☐ Educational goal different from when last interviewed – *ASK 24* ☐ Educational goal same as when last interviewed } *SKIP to 25a* ☐ Respondent not asked about educational goal }

I. EDUCATIONAL STATUS – Continued

24. When we last interviewed you, you said you would like to get *(amount of education indicated in 93R).* **Why have you changed your plans?**	060	24. ☐
☐ Respondent now attends school – *SKIP to 26a*		
25a. Since this time last year have you taken any training courses or educational programs of any kind, either on the job or elsewhere?	061	25a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 26a*
b. What kind of training or education program did you take? *(Specify below, then mark one box)* ________________ ________________	062	b. 1 ☐ Professional, technical 2 ☐ Managerial 3 ☐ Clerical 4 ☐ Skilled manual 5 ☐ Other
c. Where did you take this training course? *(Specify below, then mark one box)* ________________ ________________	063	c. 1 ☐ Business college, technical institute 2 ☐ Company training school 3 ☐ Correspondence course 4 ☐ Regular school 5 ☐ Other
d. How long did you attend this course or program?	064	d. Months ________ 99 ☐ Still attending
e. How many hours per week did you spend on this training?	065	e. 1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
f. Did you complete this program?	066	f. 1 ☐ Yes – **When?** Month ________ Year ____ – *SKIP to h* 2 ☐ No, dropped out – **When?** Month ________ Year ____ – *ASK g* x ☐ No, still enrolled – *SKIP to h*
g. Why didn't you complete this program?	067	g. 1 ☐ Found a job 2 ☐ Interfered with school 3 ☐ Too much time involved 4 ☐ Lost interest 5 ☐ Too difficult 6 ☐ Other – *Specify* ________
h. Why did you decide to get more training?	068	h. 1 ☐ To obtain work 2 ☐ To improve current job situation 3 ☐ To get better job than present one 4 ☐ Other – *Specify* ________
i. Do you use this training on your present job?	069	i. 1 ☐ Yes 2 ☐ No 3 ☐ Not employed
26a. Since last year have you obtained a certificate for practicing a profession or trade?	070	26a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 27*
b. What type of certificate is (was) it?	071	☐ b.
c. Is this certificate currently valid?	072	c. 1 ☐ Yes 2 ☐ No

Notes	073
	074
	075

II. CURRENT LABOR FORCE STATUS

27. What were you doing most of LAST WEEK – working, going to school, keeping house or something else?

076
1 ☐ WK – Working – *SKIP to 28b*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ KH – Keeping house
6 ☐ U – Unable to work – *SKIP to 31*
7 ☐ OT – Other – *Specify*

____

28c. Do you USUALLY work 35 hours or more a week at this job?

077
1 ☐ Yes – **What is the reason you worked less than 35 hours LAST WEEK?**
2 ☐ No – **What is the reason you USUALLY work less than 35 hours a week?**

(Mark the appropriate reason)

078
01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Labor dispute
08 ☐ Did not want full-time work
09 ☐ Full-time work week under 35 hours
10 ☐ Attends school
11 ☐ Holiday (legal or religious)
12 ☐ Bad weather
13 ☐ Own illness
14 ☐ On vacation
15 ☐ Too busy with housework, personal business, etc.
16 ☐ Other – *Specify*

____

(SKIP to 32a and enter job worked at last week)

28a. Did you do any work at all LAST WEEK, not counting work around the house?

☐ Yes ☐ No – *SKIP to 29a*

b. How many hours did you work LAST WEEK at all jobs?

079 ______________

CHECK ITEM I

Respondent worked –

080
1 ☐ 49 hours or more – *SKIP to 32a and enter job worked at last week*
2 ☐ 1–34 hours – *ASK c*
3 ☐ 35–48 hours – *ASK d and e*

28d. Did you lose any time or take any time off LAST WEEK for any reason such as illness, holiday, or slack work?

081
☐ Yes – **How many hours did you take off** ______________
00 ☐ No – *Go to 28e*

NOTE: Correct item 28b if lost time not already deducted; if item 28b is reduced below 35 hours, ask item c, otherwise SKIP to 32a.

e. Did you work any overtime or at more than one job LAST WEEK?

082
☐ Yes – **How many extra hours did you work? . . .** ______________
00 ☐ No

NOTE: Correct item 28b if extra hours not already included and SKIP to 32a.

(If "J" in 27, SKIP to b)

29a. Did you have a job (or business) from which you were temporarily absent or on layoff LAST WEEK?

☐ Yes ☐ No – *ASK 30a*

b. Why were you absent from work LAST WEEK?

083
1 ☐ Own illness
2 ☐ On vacation
3 ☐ Bad weather
4 ☐ Labor dispute
5 ☐ New job to begin within 30 days } *ASK 30c and 30d(2)*
6 ☐ Temporary layoff (less than 30 days)
7 ☐ Indefinite layoff (30 days or more or no definite recall date) } *ASK 30d(3)*
8 ☐ School interfered
9 ☐ Other – *Specify*

____

____

c. Are you getting wages or salary for any of the time off LAST WEEK?

084
1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

d. Do you usually work 35 hours or more a week at this job?

085
1 ☐ Yes 2 ☐ No

(Go to 32a and enter job held last week)

Notes

II. CURRENT LABOR FORCE STATUS – Continued

(If "LK" in 27, *SKIP to b)*

30a. Have you been looking for work during the past 4 weeks?

☐ Yes ☐ No – *SKIP to 31*

b. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list)

086 00 ☐ Nothing – *SKIP to 31*

Checked with
- 01 ☐ State employment agency
- 02 ☐ Private employment agency
- 03 ☐ Employer directly
- 04 ☐ Friends or relatives

05 ☐ Placed or answered ads

06 ☐ School employment service

07 ☐ Other – *Specify – e.g., MDTA, union or professional register, etc.*

c. Why did you start looking for work? Was it because you lost or quit a job at that time *(pause)* **or was there some other reason?**

087
- 1 ☐ Lost job
- 2 ☐ Quit job
- 3 ☐ Wanted temporary work
- 4 ☐ Children are older
- 5 ☐ Enjoy working
- 6 ☐ Help with family expenses
- 7 ☐ Other – *Specify*

088 **d. (1) How many weeks have you been looking for work?**

(2) How many weeks ago did you start looking for work?

(3) How many weeks ago were you laid off?

Weeks________

e. Have you been looking for full-time or part-time work?

089
- 1 ☐ Full-time
- 2 ☐ Part-time

f. Is there any reason why you could not take a job LAST WEEK?

090

Yes →
- 1 ☐ Needed at home
- 2 ☐ Temporary illness
- 3 ☐ Going to school
- 4 ☐ Other – *Specify*

5 ☐ No

g. When did you last work at a regular job or business lasting two consecutive weeks or more, either full-time or part-time?

091 1 ☐ January 1, 1969 or later –

Specify

Month	Day	Year

– *SKIP to 38a*

092

2 ☐ Before January 1, 1969

3 ☐ Never worked (two weeks or more)

} *SKIP to 39a*

31. When did you last work at a regular job or business, lasting two consecutive weeks or more, either full-time or part-time?

093 1 ☐ January 1, 1969 or later –

Specify

Month	Day	Year

– *SKIP to 38a*

094 2 ☐ Before January 1, 1969 and "unable" now and "unable" in item 94R on the Information Sheet – *SKIP to 72, page 19*

3 ☐ Never worked (two weeks or more)

4 ☐ All others

} *SKIP to 39a*

DESCRIPTION OF JOB OR BUSINESS

32a. Do you have more than one job?

☐ Yes – *Record information about primary job only*

☐ No

b. For whom did you work? *(Name of company, business, organization, or other employer)*

☐☐

c. In what city and State is . . . located?

095 City____________ State ________________

☐☐☐

096 **d. What kind of business or industry is this?** *(For example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)*

e. Were you –

097
- 10 ☐ P – **An employee of a PRIVATE company, business, or individual for wages, salary, or commissions?**
- 20 ☐ G – **A GOVERNMENT employee (Federal, State, county, or local)?**
- 30 ☐ O – **Self-employed in your OWN business, professional practice, or farm?**

(If not a farm)
Is this business incorporated?

31 ☐ Yes 32 ☐ No

- 40 ☐ WP – **Working WITHOUT PAY in family business or farm?**

☐☐☐

098 **f. What kind of work were you doing?** *(For example: registered nurse, high school English teacher, waitress)*

g. What were your most important activities or duties? *(For example: selling clothing, typing, keeping account books, filing)*

h. What was your job title?

i. When did you start working for (ENTRY IN 32b)?

099 1 ☐ January 1, 1969 or later –

Specify

Month	Day	Year

100

2 ☐ Before January 1, 1969

II. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM J		☐ "P" or "G" in item 32e – *ASK 33a* ☐ "O" or "WP" in item 32e – *SKIP to Check Item K*
33a. Altogether, how much do you usually earn at this job before deductions?	101	33a. $ ________ . ______ per: (Dollars) (Cents) $ ____________ per: (Dollars only)
	102	1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other *Specify* ____________
b. How many hours per week do you usually work at this job?	103	b. Hours ______
c. Do you receive extra pay when you work over a certain number of hours?	104	c. 1 ☐ Yes – *ASK d* 2 ☐ No 3 ☐ No, but received compensating time off 4 ☐ Never work overtime (2–4) *SKIP to f*
d. After how many hours do you receive extra pay?	105	d. ____________ Hours per day
	106	____________ Hours per week
e. For all hours worked over *(entry in d)* are you paid straight time, time and one-half, double time or what?	107	e. 1 ☐ Compensating time off 2 ☐ Straight time 3 ☐ Time and one-half 4 ☐ Double time 5 ☐ Other – *Specify* ____________
f. Are your wages (salary) on this job set by a collective bargaining agreement between your employer and a union or employee association?	108	f. 1 ☐ Yes – *ASK g* 2 ☐ No – *SKIP to 35a*
g. What is the name of the union or employee association?	109	☐☐ g. ____________
h. Are you a member of that union or employee association?	110	h. 1 ☐ Yes 2 ☐ No
CHECK ITEM K	111	1 ☐ Respondent a noninterview in 1969 – *SKIP to 35a* *Refer to items 95R and 96R(1) on Information Sheet* 2 ☐ Respondent employed in both 1968 and 1969 but with DIFFERENT employers (names of employer in 95R and 96R(1) are different – *ASK 34* 3 ☐ All others – *SKIP to Check Item L*
34. Two years ago you were working at *(name of company in 95R).* Why did you happen to leave that job?	112	☐☐ 34.
CHECK ITEM L		☐ Respondent currently in Labor Force Group A – *ASK 35a* Respondent currently in Labor Force Group B or C and – ☐ Last worked January 1, 1969 or later – *SKIP to 38a* ☐ Last worked before January 1, 1969 or never worked – *SKIP to 39a*
35a. Before you began to work as a (entry in 32f) for (entry in 32b), did you do any other kind of work for (entry in 32b)?		35a. ☐ Yes – *SKIP to 36a* 00 ☐ No
b. Excluding vacations, during the time you have worked at this job, were there any full weeks in which you didn't work (since January 1, 1969)?	113	b. ☐ Yes – How many weeks? ______ ☐ No – *SKIP to Check Item M*
c. Why were you not working during these ______ weeks?	114	c. 1 ☐ School 2 ☐ Personal, family reasons 3 ☐ Own illness 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Other

II. CURRENT LABOR FORCE STATUS – *Continued*

CHECK ITEM M	*Refer to item 32i* ☐ Current job started before January 1, 1969 – *SKIP to Check Item T* ☐ Current job started January 1, 1969 or later – *SKIP to 37*

36a. When did you start working as a (entry in 32f) for (entry in 32b)?	115	36a. Month ___ Day ___ Year ___
b. Excluding vacations, during the time you have worked as a (entry in 32f) for (entry in 32b), were there any full weeks in which you didn't work, (since January 1, 1969)?	116	b. ☐ Yes – How many weeks? ________ 00 ☐ No – *SKIP to Check Item N*
c. Why were you not working during these ________ weeks?	117	c. 1 ☐ School 2 ☐ Personal, family reasons 3 ☐ Own illness 4 ☐ Pregnancy 5 ☐ Layoff 6 ☐ Labor dispute 7 ☐ Did not want to work 8 ☐ Other

CHECK ITEM N	☐ Item 36a is earlier than January 1, 1969 – *SKIP to Check Item T* ☐ Item 36a is January 1, 1969 or later – *ASK 37*

37. Just before you started on this job, was there a period of a week or more in which you were not working?		37. ☐ Yes – *SKIP to 48* ☐ No – *SKIP to 40*
38a. You said you last worked at a regular job on (entry in 30g or 31). *(Interviewer: Use calendar to determine the number of weeks since respondent last worked.)*	118	38a. (1) ________ Weeks since last worked
That would be about ________ weeks since you last worked. In how many of these weeks were you looking for work or on layoff from a job?	119	(2) ________ Weeks looking or on layoff

CHECK ITEM O	☐ 38a(1) is equal to 38a(2) – *SKIP to 40* ☐ 38a(1) is greater than 38a(2) – *ASK b*

38b. That leaves ________ weeks that you were not working or looking for work. What would you say was the main reason you were not looking for work during that period?	120	38b. Weeks ________
	121	1 ☐ Personal, family reasons 2 ☐ Ill or disabled, unable to work 3 ☐ In school 4 ☐ Pregnancy 5 ☐ Couldn't find work 6 ☐ Vacation 7 ☐ Did not want to work 8 ☐ Other – *Specify* ________ *SKIP to 40*
39a. Since January 1, 1969 have you spent any weeks looking for work or on layoff from a job?	122	39a. ☐ Yes – How many weeks? ________ 00 ☐ No

CHECK ITEM P	*Interviewer: Use calendar to determine the number of weeks since last worked.* 123 (1) Weeks since January 1, 1969 ________ 124 (2) Weeks on layoff or looking for work ________ ☐ (1) is equal to (2) – *SKIP to Check Item T.* ☐ (1) is greater than (2) – *ASK b*

39b. What would you say was the main reason you were not looking for work during (the rest of) that time?	125	39b. 1 ☐ Personal, family reasons 2 ☐ Ill or disabled, unable to work 3 ☐ In school 4 ☐ Retired 5 ☐ Couldn't find work 6 ☐ Vacation 7 ☐ Did not want to work 8 ☐ Other – *Specify* ________ *SKIP to Check Item T*

Notes	126 127

III. WORK EXPERIENCE AND ATTITUDES

40. Now let's talk about – The job you worked at before you started to work as a (ENTRY IN 32f OR 40e) for (ENTRY IN 32b OR 40a) The last job you worked at; that is, the one which ended on (ENTRY IN 30g OR 31.)	(1)
a. For whom did you work? (Name of company, business, organization or other employer)	a. ☐ Same as 32b – *SKIP to 40e*
b. In what city and State is . . . located?	128 b. City, State
c. What kind of business or industry is this? *(For example: TV and radio manufacturer, retail shoe store, State Labor Department, farm)*	129 c. ______
d. Class of worker.	130 d. ☐ P ☐ G ☐ O ☐ WP
e. What kind of work were you doing? *(For example: registered nurse, high school English teacher, waitress)*	131 e. ______
f. What were your most important activities or duties? *(For example: selling clothing, typing, keeping account books, filing)*	f. ______
g. What was your job title?	g.
41a. Altogether, how much did you usually earn at this job before all deductions?	a. 133 132 $ ______ per ______
b. How many hours per week did you usually work at this job?	b. 134 Hours ______
42a. When did you start working as a (ENTRY IN 40e) for (ENTRY IN 40a)?	a. 135 Month | Day | Year
b. When did you stop working as a (ENTRY IN 40e) for (ENTRY IN 40a)?	b. 136 Month | Day | Year
43. Why did you happen to leave this job (change the kind of work you were doing)?	137
44a. Excluding vacations, during the time you worked at this job were there any full weeks in which you didn't work (since January 1, 1969)?	a. 138 ☐ Yes – How many weeks? ______ – *ASK b* 0 ☐ No – *SKIP to Check Item Q*
b. Why were you not working during these . . . weeks?	139 b. 1 ☐ Layoff 2 ☐ Labor dispute 3 ☐ In school 4 ☐ Personal family reasons 5 ☐ Own illness 6 ☐ Pregnancy 7 ☐ Did not want to work 8 ☐ Other
CHECK ITEM Q Item 42a is: 1. January 1, 1969 or later 2. Before January 1, 1969	1. ☐ – *ASK 45* 2. ☐ – *SKIP to Check Item T*
45. Did you do any other kind of work for (ENTRY IN 40a) before (ENTRY IN 42a)?	140 1 ☐ Yes – *GO to next column and record information about this work* 2 ☐ No – *ASK 46*
46. While you were working for (ENTRY IN 40a), were you also working for someone else?	141 1 ☐ Yes – *Go to next column and record information about simultaneous job* 2 ☐ No – *ASK 47*
47. JUST before you started working as a (ENTRY IN 40e) for (ENTRY IN 40a) was there a period of a week or more in which you were not working?	142 1 ☐ Yes – *ASK 48* 2 ☐ No – *Go to next column and record information about previous job*
48. When did this period in which you were not working start?	143 Month | Day | Year X ☐ Never worked before
49a. Interviewer: Determine number of weeks not working. If item 48 is before January 1, 1969, count only weeks since that time.	144 a. Weeks not working ______
b. That would be about . . . weeks that you were not working. How many of those weeks were you looking for work or on layoff from a job?	145 b. Weeks looking or on layoff ______
CHECK ITEM R 1. 49a is equal to 49b 2. 49a is greater than 49b	1. ☐ – *SKIP to Check Item S* 2. ☐ – *ASK 50*
50a. That leaves . . . weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work during that period?	146 a. 1 ☐ Ill or disabled, unable to work 2 ☐ In school 3 ☐ Personal family 4 ☐ Vacation 6 ☐ Couldn't find work 7 ☐ Did not want to work 8 ☐ Other *SKIP to Check Item S* 5 ☐ Birth or acquired child(ren) – *ASK b*
b. When was your baby born (did you assume charge of this child)?	b. 147 Month | Year X ☐ Not born yet
c. Were you employed within one year before (this pregnancy, birth of child, child came to live with you)?	148 c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to Check Item S*
d. Did you receive maternity leave or some assurance that your job would be held for you?	149 d. 1 ☐ Yes 2 ☐ No
CHECK ITEM S 1. Item 48 is January 1, 1969 or later 2. Item 48 is before January 1, 1969	1. ☐ – *Go to next column and record information about previous job* 2. ☐ – *SKIP to Check Item T*

III. WORK EXPERIENCE AND ATTITUDES – Continued

(2)	(3)	(4)
☐ Never worked before – *SKIP to Check Item T* a. ☐ Same as ________	☐ Never worked before – *SKIP to Check Item T* a. ☐ Same as ________	☐ Never worked before – *SKIP to Check Item T* a. ☐ Same as ________
150 b. ☐☐ City, State	172 b. ☐☐ City, State	194 b. ☐☐ City, State
151 c. ☐☐☐ ________	173 c. ☐☐☐ ________	195 c. ☐☐☐ ________
152 d. ☐ P ☐ G ☐ O ☐ WP	174 d. ☐ P ☐ G ☐ O ☐ WP	196 d. ☐ P ☐ G ☐ O ☐ WP
153 e. ☐☐☐ ________ f. ________ g.	175 e. ☐☐☐ ________ f. ________ g.	197 e. ☐☐☐ ________ f. ________ g.
a. 155 154 $ ________ per ________	a. 177 176 $ ________ per ________	a. 199 198 $ ________ per ________
156 b. Hours ________	178 b. Hours ________	200 b. Hours ________
157 a. Month ¦ Day ¦ Year	179 a. Month ¦ Day ¦ Year	201 a. Month ¦ Day ¦ Year
158 b. Month ¦ Day ¦ Year	180 b. Month ¦ Day ¦ Year	202 b. Month ¦ Day ¦ Year
159 ☐☐	181 ☐☐	203 ☐☐
160 a. ☐ Yes – How many weeks? ______ – *ASK b* 0 ☐ No – *SKIP to Check Item Q*	182 a. ☐ Yes – How many weeks? ______ – *ASK b* 0 ☐ No – *SKIP to Check Item Q*	204 a. ☐ Yes – How many weeks? ______ – *ASK b* 0 ☐ No – *SKIP to Check Item Q*
161 b. 1 ☐ Layoff 2 ☐ Labor dispute 3 ☐ In school 4 ☐ Personal family reasons 5 ☐ Own illness 6 ☐ Pregnancy 7 ☐ Did not want to work 8 ☐ Other	183 b. 1 ☐ Layoff 2 ☐ Labor dispute 3 ☐ In school 4 ☐ Personal family reasons 5 ☐ Own illness 6 ☐ Pregnancy 7 ☐ Did not want to work 8 ☐ Other	205 b. 1 ☐ Layoff 2 ☐ Labor dispute 3 ☐ In school 4 ☐ Personal family reasons 5 ☐ Own illness 6 ☐ Pregnancy 7 ☐ Did not want to work 8 ☐ Other
1. ☐ – *ASK 45* 2. ☐ – *SKIP to Check Item T*	1. ☐ – *ASK 45* 2. ☐ – *SKIP to Check Item T*	1. ☐ – *ASK 45* 2. ☐ – *SKIP to Check Item T*
162 1 ☐ Yes – *GO to next column and record information about this work* 2 ☐ No – *ASK 46*	184 1 ☐ Yes – *GO to next column and record information about this work* 2 ☐ No – *ASK 46*	206 1 ☐ Yes – *GO to next column and record information about this work* 2 ☐ No – *ASK 46*
163 1 ☐ Yes – *Go to next column and record information about simultaneous job* 2 ☐ No – *ASK 47*	185 1 ☐ Yes – *Go to next column and record information about simultaneous job* 2 ☐ No – *ASK 47*	207 1 ☐ Yes – *Go to next column and record information about simultaneous job* 2 ☐ No – *ASK 47*
164 1 ☐ Yes – *ASK 48* 2 ☐ No – *Go to next column and record information about previous job*	186 1 ☐ Yes – *ASK 48* 2 ☐ No – *Go to next column and record information about previous job*	208 1 ☐ Yes – *ASK 48* 2 ☐ No – *Go to next column and record information about previous job*
165 Month ¦ Day ¦ Year X ☐ Never worked before	187 Month ¦ Day ¦ Year X ☐ Never worked before	209 Month ¦ Day ¦ Year X ☐ Never worked before
166 a. Weeks not working ________ 167 b. Weeks looking or on layoff ________	188 a. Weeks not working ________ 189 b. Weeks looking or on layoff ________	210 a. Weeks not working ________ 211 b. Weeks looking or on layoff ________
1. ☐ – *SKIP to Check Item S* 2. ☐ – *ASK 50*	1. ☐ – *SKIP to Check Item S* 2. ☐ – *ASK 50*	1. ☐ – *SKIP to Check Item S* 2. ☐ – *ASK 50*
168 a. 1 ☐ Ill or disabled, unable to work 2 ☐ In school 3 ☐ Personal family 4 ☐ Vacation 6 ☐ Couldn't find work 7 ☐ Did not want to work 8 ☐ Other *SKIP to Check Item S* 5 ☐ Birth or acquired child(ren) – *ASK b*	190 a. 1 ☐ Ill or disabled, unable to work 2 ☐ In school 3 ☐ Personal family 4 ☐ Vacation 6 ☐ Couldn't find work 7 ☐ Did not want to work 8 ☐ Other *SKIP to Check Item S* 5 ☐ Birth or acquired child(ren) – *ASK b*	212 a. 1 ☐ Ill or disabled, unable to work 2 ☐ In school 3 ☐ Personal family 4 ☐ Vacation 6 ☐ Couldn't find work 7 ☐ Did not want to work 8 ☐ Other *SKIP to Check Item S* 5 ☐ Birth or acquired child(ren) – *ASK b*
169 b. Month ¦ Year X ☐ Not born yet	191 b. Month ¦ Year X ☐ Not born yet	213 b. Month ¦ Year X ☐ Not born yet
170 c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to Check Item S*	192 c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to Check Item S*	214 c. 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to Check Item S*
171 d. 1 ☐ Yes 2 ☐ No	193 d. 1 ☐ Yes 2 ☐ No	215 d. 1 ☐ Yes 2 ☐ No
1. ☐ – *Go to next column and record information about previous job* 2. ☐ – *SKIP to Check item T*	1. ☐ – *Go to next column and record information about previous job* 2. ☐ – *SKIP to Check Item T*	1. ☐ – *Go to next column and record information about previous job* 2. ☐ – *SKIP to Check Item T*

III. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM T	Respondent is in – ☐ Labor Force Group A ("WK" or "J" in 27 or "Yes" in 28a or 29a) – *SKIP to Check Item U* ☐ Labor Force Group B ("LK" in 27 or "Yes" in 30a) – *SKIP to 53a* ☐ Labor Force Group C (All others) – *ASK 51a*

51a. Do you intend to look for work of any kind in the next 12 months?	282	51a. 1 ☐ Yes – definitely } *ASK b* 2 ☐ Yes – probably ☐ Maybe – What does it depend on? ________ } *SKIP to 52a* ________ 3 ☐ No } *SKIP to 52a* 4 ☐ Don't know
b. When do you intend to start looking for work?	283	b. Month ________ ☐☐☐
c. What kind of work do you think you will look for?	284	c. ________
d. What will you do to find work? *(Mark as many as apply)*	285	d. Check with { 01 ☐ School employment service (or counselor) 02 ☐ State employment agency 03 ☐ Private employment agency 04 ☐ Directly with employer 05 ☐ Friends or relatives 06 ☐ Place or answer newspaper ads 07 ☐ Other – *Specify* ________
52a. Why would you say that you are not looking for work at this time?	286	52a. 1 ☐ School 2 ☐ Health reasons 3 ☐ Husband (parents) would not permit 4 ☐ Believes no work available 5 ☐ Does not want to work at this time of year 6 ☐ Pregnancy 7 ☐ Personal, family reasons 8 ☐ Other or no reason
b. If you were offered a job by some employer in THIS AREA, do you think you would take it?	287	b. 01 ☐ Yes, definitely 02 ☐ Yes, if it is something I can do 03 ☐ Yes, if satisfactory wage 04 ☐ Yes, if satisfactory location 05 ☐ Yes, if child care available 06 ☐ Yes, if husband agrees 07 ☐ Yes, if other ________ } *ASK c* 08 ☐ No, health won't permit 09 ☐ No, it will interfere with school 10 ☐ No, parents (husband) don't want me to 11 ☐ No, too busy with home and/or family 12 ☐ No, other ________ } *SKIP to Check Item X*
c. How many hours per week would you be willing to work?	288	c. 1 ☐ 1–4 2 ☐ 5–14 3 ☐ 15–24 4 ☐ 25–34 5 ☐ 35–40 6 ☐ 41–48 7 ☐ 49 or more
d. What kind of work would it have to be?	289	☐☐☐ d. ________
e. What would the wage or salary have to be?	290	e. $ ________ . ________ per: *(Dollars)* *(Cents)* $ ________ per: *(Dollars only)* 291 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other *Specify* ________ *SKIP to Check Item X*

III. WORK EXPERIENCE AND ATTITUDES – Continued

53a. What type of work are you looking for?	**292**	**53a.** ☐☐☐ __________
b. What would the wage or salary have to be for you to be willing to take it?	**293**	**b.** $______ . ______ per: *(Dollars)* *(Cents)* $__________ per: *(Dollars only)*
	294	1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other *Specify* __________
c. Are there any restrictions, such as hours or location of job that would be a factor in your taking a job?	**295**	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 54a*
d. What are these restrictions?	**296**	☐ **d.** __________ __________
☐ Respondent has no children in the household – *SKIP to Check Item X* **54a. Will it be necessary for you to make any special arrangements for the care of your child(ren), if you find a job?**	**297**	**54a.** 1 ☐ Yes – *ASK b* ☐ No – **Why not?**__________ *SKIP to Check Item X*
b. What arrangements will you make?	**298**	**b.** Child will be cared for: 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, nursery school, after-school center, settlement house, etc.) 6 ☐ Don't know *SKIP to Check Item X*
CHECK ITEM U		Respondent – ☐ Was in Labor Force Group C last year *(item 94R on Information Sheet) – ASK 55* ☐ All others – *SKIP to 56*
55. At this time last year, you were not looking for work. What made you decide to take a job?	**299**	**55.** 1 ☐ Recovered from illness 2 ☐ Bored 3 ☐ Completed education 4 ☐ Needed money 5 ☐ Other – *Specify*__________
56. How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, dislike it very much?	**300**	**56.** 1 ☐ Like it very much 2 ☐ Like it fairly well 3 ☐ Dislike it somewhat 4 ☐ Dislike it very much
57. What are the things you like best about your job?	**301**	**57.** ☐☐ (1) __________
	302	☐☐ (2) __________
	303	☐☐ (3) __________
58. What are the things about your job that you don't like?	**304**	**58.** ☐☐ (1) __________
	305	☐☐ (2) __________
	306	☐☐ (3) __________

III. WORK EXPERIENCE AND ATTITUDES – Continued

59. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)*	59. 307 $______ . ____ per: *(Dollars)* *(Cents)* $________ per: *(Dollars only)* 308 01 ☐ Hour 02 ☐ Day 03 ☐ Week 04 ☐ Biweekly 05 ☐ Month 06 ☐ Year 07 ☐ Other *Specify* ________ 308 08 ☐ I wouldn't take it at any conceivable pay 09 ☐ I would take a steady job at same or less pay 10 ☐ Would accept job; don't know specific amount
CHECK ITEM V	☐ Respondent married – *SKIP to Check Item W* Respondent not married and: ☐ Is enrolled in school – *SKIP to Check Item W* ☐ All others – *ASK 60*
60. What if this job were IN SOME OTHER PART OF THE COUNTRY – how much would it have to pay in order for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)*	60. 309 $______ . ____ per: *(Dollars)* *(Cents)* $________ per: *(Dollars only)* 310 01 ☐ Hour 02 ☐ Day 03 ☐ Week 04 ☐ Biweekly 05 ☐ Month 06 ☐ Year 07 ☐ Other *Specify* ________ 310 08 ☐ I wouldn't take it at any conceivable pay 09 ☐ I would take a steady job at same or less pay 10 ☐ Would accept job; don't know specific amount 11 ☐ Depends on location, cost of living
CHECK ITEM W	Refer to item 94R on the Information Sheet ☐ Respondent in Labor Force Group A in 1969 – *ASK 61a* ☐ All other – *SKIP to check box before 62a*
61a. Would you say you like your present job more, less, or about the same as (the job you held) last year?	311 61a. 1 ☐ More – *ASK b* 2 ☐ Less – *ASK b* 3 ☐ Same – *SKIP to 62a*
b. What would you say is the main reason that you like your present job (more, less)?	☐☐ 312 b.
☐ Respondent has no children in the household – *SKIP to Check Item X* **62a. Is it necessary for you to make any regular arrangements for the care of your child(ren) while you are working?**	313 62a. 1 ☐ Yes – *ASK b and c* ☐ No – **Why not?** ________ *SKIP to Check Item X*
b. What arrangements have you made?	314 b. Child is cared for: 1 ☐ In own home by relative 2 ☐ In own home by nonrelative 3 ☐ In relative's home 4 ☐ In nonrelative's home 5 ☐ At school or group care center (day care center, day nursery, nursery school, after-school center, settlement house, etc.) 6 ☐ Don't know
c. What is the cost of these child care arrangements?	315 c. $______ per: 316 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Month 5 ☐ Other – *Specify* ________ x ☐ No cost

III. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM X	Respondent is NOT currently enrolled in school AND is now in – ☐ Labor Force Group A ("WK" or "J" in 27 or "Yes" in 28a or 29a) } *SKIP to 63a* ☐ Labor Force Group B ("LK" in 27 or "Yes" in 30a) } ☐ Labor Force Group C (All others) } *SKIP to 64a* ☐ Respondent is attending school }

63a. If, by some chance, you (and your husband) were to get enough money to live comfortably without working, do you think you would work anyway?	317	**63a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to c* 3 ☐ Undecided – *SKIP to d*
b. Why do you feel you would work?	318	☐ **b.** ____________________ *SKIP to 64a*
c. Why do you feel you would not work?	319	☐ **c.** ____________________ *SKIP to 64a*
d. On what would it depend?	320	☐ **d.** ____________________
64a. Would you say that during the past year there has been any change in your feeling about having a job outside the home for pay?	321	**64a.** 1 ☐ Yes – *ASK b and c* 2 ☐ No } *SKIP to 65* 3 ☐ Don't know }
b. In what way has your feeling changed?	322	☐ **b.** ____________________
c. Why would you say your thinking has changed?	323	☐ **c.** ____________________

Notes

65. We would like to find out whether people's outlook on life has any effect on the kind of jobs they have, the way they look for work, how much they work, and matters of that kind. On each of these cards is a pair of statements numbered 1 and 2. For each pair, please select the ONE statement which is closer to your opinion. In addition, tell us whether the statement you select is MUCH CLOSER to your opinion or SLIGHTLY CLOSER.

In some cases you may find that you believe both statements, in other cases you may believe neither one. Even when you feel this way about a pair of statements, select the one statement which is more nearly true in your opinion.

Try to consider each pair of statements separately when making your choices; do not be influenced by your previous choices.

---

a. 1 ☐ Many of the unhappy things in people's lives are partly due to bad luck.

2 ☐ People's misfortunes result from the mistakes they make.

324* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

---

b. 1 ☐ In the long run, people get the respect they deserve in this world.

2 ☐ Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

325* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

---

c. 1 ☐ Without the right breaks, one cannot be an effective leader.

2 ☐ Capable people who fail to become leaders have not taken advantage of their opportunities.

326* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

---

d. 1 ☐ Becoming a success is a matter of hard work; luck has little or nothing to do with it.

2 ☐ Getting a good job depends mainly on being in the right place at the right time.

327* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

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e. 1 ☐ What happens to me is my own doing.

2 ☐ Sometimes I feel that I don't have enough control over the direction my life is taking.

328* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

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f. 1 ☐ When I make plans, I am almost certain that I can make them work.

2 ☐ It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.

329* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

---

g. 1 ☐ In my case, getting what I want has little or nothing to do with luck.

2 ☐ Many times we might just as well decide what to do by flipping a coin.

330* Is this statement much closer or slightly closer to your opinion?

8 ☐ Much 9 ☐ Slightly

65h. 1 ☐ Who gets to be boss often depends on who was lucky enough to be in the right place first.

2 ☐ Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

381* **Is this statement much closer or slightly closer to your opinion?**

8 ☐ Much 9 ☐ Slightly

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i. 1 ☐ Most people don't realize the extent to which their lives are controlled by accidental happenings.

2 ☐ There is really no such thing as "luck."

382* **Is this statement much closer or slightly closer to your opinion?**

8 ☐ Much 9 ☐ Slightly

---

j. 1 ☐ In the long run, the bad things that happen to us are balanced by the good ones.

2 ☐ Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

383* **Is this statement much closer or slightly closer to your opinion?**

8 ☐ Much 9 ☐ Slightly

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k. 1 ☐ Many times I feel that I have little influence over the things that happen to me.

2 ☐ It is impossible for me to believe that chance or luck plays an important role in my life.

384* **Is this statement much closer or slightly closer to your opinion?**

8 ☐ Much 9 ☐ Slightly

Notes

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IV. FUTURE JOB PLANS

66. Now I would like to talk to you about your future job plans. What kind of work would you like to be doing when you are 35 years old?	☐☐☐ **338** 66. ______________ ______________ ______________ **339** 1 ☐ Married, keeping house, raising family 2 ☐ Same as present job 3 ☐ Don't know
CHECK ITEM Y	**340** *Refer to Item 97R on the Information Sheet* 1 ☐ Respondent's future job plans are the same as when last interviewed – *(Entries in 66 and item 97R on the Information Sheet are the same) – SKIP to Check Item Z* 2 ☐ Respondent's future job plans differ from when last interviewed – *(Entries in 66 and item 97R of Information Sheet differ) – ASK 67* 3 ☐ Respondent not asked about future job plans – *SKIP to Check Item Z*
67. When we last interviewed you, you said you thought that you'd like to be *(entry in item 97R of Information Sheet)*. **Why would you say you have changed your plans?**	☐ **341** 67. ______________ ______________

V. HEALTH

CHECK ITEM Z	☐ Respondent is currently in school – *ASK 68a* ☐ Respondent is not currently enrolled in school – *SKIP to 68b*
68a. Do you have any health problems that limit in any way your activity in school?	**342** 68a. 1 ☐ Yes – *SKIP to 69* 2 ☐ No – *ASK b*
b. Do you have any health problems that limit in any way the amount or kind of work you can do?	**343** b. 1 ☐ Yes – *SKIP to 69* 2 ☐ No – *ASK c*
c. Do you have any health problems that in any way limit your other activities?	**344** c. 1 ☐ Yes – *ASK 69* 2 ☐ No – *SKIP to 70*
69. How long have you been limited in this way?	69. **345** Years ________
☐ Respondent not married – *SKIP to 72a* **70. Does your husband's health limit the amount or kind of work he can do?**	70. **346** 1 ☐ Yes – *ASK 71* 2 ☐ No – *SKIP to 72*
71. How long has he been limited in this way?	71. **347** Years ________

Notes

VI. ASSETS AND INCOME

72a. So far as your overall financial position is concerned, would you say you are better off, about the same, or worse off now than you were at this time last year?	348 72a. 1 ☐ Same – *SKIP to Check Item AA* 2 ☐ Better off } *ASK b* 3 ☐ Worse off }
b. In what ways are you (better, worse) off?	☐ 349 b.

CHECK ITEM AA	☐ Respondent (or husband) is NOT head of household – *SKIP to 74a* ☐ Respondent (or husband) is head of household – *ASK 73a*

73a. In the last 12 months, did you (or your husband) receive financial assistance from any of your relatives?	350 73a. 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 74a*
b. From whom?	☐ 351 b.
c. How much did you receive?	c. 352 $________

Now I would like to ask a few questions about your income in the last 12 months.		**Respondent**		**Husband** ☐ Not married
74a. How much did you (or your husband) receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	353	74a. $________ ☐ None	358	$________ ☐ None
b. Did you (or your husband) receive any income from working on your own or in your own business or farm? $______ (Gross income) less $______ (Expenses) = $______ (Net Income)	354	b. ☐ Yes – How much? $________ ☐ No	359	☐ Yes – How much? $________ ☐ No
c. Did you (or your husband) receive any unemployment compensation?	355	c. ☐ Yes (1) How many weeks? ________	360	☐ Yes (1) How many weeks? ________
	356	(2) How much? $________ ☐ No	361	(2) How much? $________ ☐ No
d. Did you (or your husband) receive any other income, such as rental income, interest or dividends, income as a result of disability or illness, etc.?	357	d. ☐ Yes – How much? $________ ☐ No	362	☐ Yes – How much? $________ ☐ No

CHECK ITEM BB	☐ Respondent (and husband) lives alone – *SKIP to 75b* ☐ All others – *ASK 75a (if two or more RELATED respondents in household, ASK 75a–b only once, and transcribe answers from the first to the other questionnaires).*

75a. In the past 12 months, what was the total income of ALL family members living here? *(Show flashcard)*	363 75a. 01 ☐ Under $1,000 02 ☐ $1,000–$1,999 03 ☐ 2,000– 2,999 04 ☐ 3,000– 3,999 05 ☐ 4,000– 4,999 06 ☐ 5,000– 5,999 07 ☐ 6,000– 7,499 08 ☐ 7,500– 9,999 09 ☐ 10,000–14,999 10 ☐ 15,000–24,999 11 ☐ 25,000 and over
b. Did anyone in this family receive any welfare or public assistance in the last 12 months?	364 b. 1 ☐ Yes 2 ☐ No

VII. FAMILY BACKGROUND

76a. How many persons not counting yourself (or your husband) are dependent upon you for at least one-half of their support?	365	**76a.** Number ________ 0 ☐ None – *SKIP to Check Item CC*
b. Do any of these dependents live somewhere else other than here at home with you?	366	**b.** ☐ Yes – **How many?**______ – *ASK c* 0 ☐ No – *SKIP to Check Item CC*
c. What is their relationship to you?	367	☐ **c.**
CHECK ITEM CC	368	*Refer to name and address label on cover page* 1 ☐ Respondent lives in same area (SMSA or county) as when last interviewed – *SKIP to 79* 2 ☐ Respondent lives in different area (SMSA or county) than when last interviewed – *ASK 77a*
77a. When we last interviewed you, you were living in *(city in address on cover page).* **How many miles from here is that?**	369	**77a.** Miles ________
b. How did you happen to move here?	370	☐ **b.**
☐ Respondent currently in school – *SKIP to 78c* **78a. Did you have a job lined up here at the time you moved?**	371	**78a.** 1 ☐ Yes, different from job held at time of move – *SKIP to c* 2 ☐ Yes, same as job held at time of move – *SKIP to c* 3 ☐ Yes, transferred job in same company – *SKIP to c* 4 ☐ No – *ASK b*
b. How many weeks did you look before you found work?	372	**b.** Weeks ________ 00 ☐ Did not look for work 99 ☐ Still haven't found work
c. Since we last interviewed you, have you lived in any area (SMSA or county) other than the present one or the one in which you lived when we interviewed you last?	373	**c.** ☐ Yes – **How many?** ______ – *SKIP to Check Item DD* 0 ☐ No – *SKIP to Check Item DD*
79. Have you lived in any area (SMSA or county) other than the present one since we last interviewed you?	374	**79.** ☐ Yes – **How many?** ______ 0 ☐ No
CHECK ITEM DD	375	1 ☐ Father lives in household – *SKIP to Check Item EE* 2 ☐ Father deceased – *SKIP to Check Item EE* 3 ☐ Other – *ASK 80a*
80a. During the past 12 months, about how many weeks did your father work either full-time or part-time (not counting work around the house)?	376	**80a.** Weeks ________ 00 ☐ Did not work – *SKIP to Check Item EE* 99 ☐ Don't know – *SKIP to Check Item EE*
b. Did your father usually work full-time or part-time?	377	**b.** 1 ☐ Full-time 2 ☐ Part-time
c. What kind of work was he doing? *(If more than one, record the one worked at longest)*	378	☐☐☐ **c.**
CHECK ITEM EE	379	1 ☐ Mother lives in household – *SKIP to FF* 2 ☐ Mother deceased – *SKIP to FF* 3 ☐ Other – *ASK 81a*

VII. FAMILY BACKGROUND – Continued

81a. During the past 12 months, about how many weeks did your mother work either full-time or part-time (not counting work around the house)?	**380**	81a. Weeks ______________ 8 00 ☐ Did not work } 99 ☐ Don't know } *SKIP to FF*
b. Did your mother usually work full-time or part-time?	**381**	b. 1 ☐ Full-time 2 ☐ Part-time ☐☐☐
c. What kind of work was she doing? *(If more than one, record the one worked at longest)*	**382**	c.

CHECK ITEM FF	*Refer to item 98R on Reference Sheet* ☐ Marital status has changed since 1969 – *ASK 82* ☐ Marital status has not changed since 1969 – *SKIP to 83*

82. In what month were you – { married? divorced? widowed? separated?	**383**	82. Month ______________ Year __________
83. How many rooms are there in this house or apartment? Do not count bathrooms, porches, balconies, foyers, halls, or half rooms.	**384**	83. Number ______________

Notes

385	
386	

Now I have a few questions about the education and work experience of the other family members living here

				Persons 6–24 years old			Persons 14 years old and over		
								If person worked at all in the past 12 months—	
Line number	Name List below all persons living here who are related to respondent. *Enter line number from the Household Record Card in Column 84e.*	Relationship to respondent *Example: wife, son, daughter-in-law, brother, etc.*	Age *As of January 1, 1969*	Is . . . attending or enrolled in school? *Circle* *Y – Yes* *N – No*	*If "Yes"* – What grade (year)? *If "No"* – What is the highest grade (year) . . . ever attended?	Did . . . finish this grade (year)?	In the past 12 months how many weeks did . . . work either full- or part-time (not, counting work around the house)?	In the weeks that . . . worked, how many hours did . . . usually work per week?	What kind of work was . . . doing in the past 12 months? *If more than one, record the longest.*
84a	84b	84c	84d	85	86	87	88	89	90
		387 Respondent							
		[illegible]		[illegible] Y N		Y N	[illegible]		391
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		399
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		407
		[illegible]		[illegible] Y N		Y N	[illegible]		411
		412		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		417 Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		437 Y N		Y N	[illegible]		[illegible]
		[illegible]		441 Y N		Y N	442		[illegible]
		444		[illegible] Y N		Y N	[illegible]		447
		[illegible]		[illegible] Y N		Y N	[illegible]		451
		452		[illegible] Y N		Y N	454		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		[illegible]
		460		[illegible] Y N		Y N	[illegible]		[illegible]
		464		[illegible] Y N		Y N	[illegible]		[illegible]
		[illegible]		[illegible] Y N		Y N	[illegible]		471
		472		[illegible] Y N		Y N	[illegible]		475
		[illegible]		477 Y N		Y N	[illegible]		479

91. **When we last interviewed you, you mentioned** *(read names from item 99R on Information Sheet)* **as persons who will always know where you can be reached even if you moved away. Is this still true?**
(If so, verify the addresses and telephone numbers and enter below. If not, enter information about other persons who will know the respondent's whereabouts.)

Name	Relationship to respondent	Address	Telephone number
(1)			
(2)			

Notes

INFORMATION SHEET
DATA FROM 1969 INTERVIEWS

92R. Whether Respondent was attending or enrolled in school in 1969

480 1 ☐ Yes

2 ☐ No

Grade Respondent was attending OR highest year of regular school completed:

481 0 ☐ None 0

1 ☐ Elem. 1 2 3 4 5 6 7 8

2 ☐ High 1 2 3 4

3 ☐ College 1 2 3 4 5 6 7+

93R. Respondent's educational goal in 1969

☐ Not asked educational goal

☐ High 1 2 3 4

☐ College 2 4 6 7+

94R. Respondent's labor force status in 1969

482 1 ☐ Unable to work

2 ☐ Labor Force Group A

3 ☐ Labor Force Group B

4 ☐ Labor Force Group C

95R. Name of employer in 1968

____

☐ Not employed in 1968

96R.

(1) Name of employer in 1969

____

(2) Kind of work done

____

483 ☐☐☐

x ☐ Not employed in 1969

97R. Plans for age 35 in 1969

☐ Working – *Specify kind*

____

____

☐ Married, homemaking

☐ Other or don't know

98R. Marital status last year

484 1 ☐ Married 4 ☐ Separated

2 ☐ Widowed 5 ☐ Never married

3 ☐ Divorced

99R. Names and address of persons who will always know where respondent can be reached.

1. ______________________________

____

____

2. ______________________________

____

____